
Where Did They Go?

Post-Secondary Experiences, Attitudes & Intentions of
2005/06 BC High School Graduates Who Did Not Pursue
Public Post-Secondary Education in British Columbia by
Fall 2007

Co-funded and Prepared by: The Canadian Council on Learning



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Executive Summary

The “Where Did They Go?” study, co-funded by the BC Council on Admissions and Transfer (BCCAT) and the Canadian Council on Learning (CCL), was designed to complement research undertaken under the auspices of the Student Transitions Project (STP) which has tracked the public post-secondary participation of BC high school graduates from 2002/03 to the present. The co-funders were interested in better understanding (a) other post-secondary destinations outside of the BC public system, and (b) the intentions of high school students who have *not continued* on to post-secondary education after graduation from high school.

Forty-two percent of British Columbia’s 2005/06 high school graduation cohort had not registered at a public post-secondary institution by the end of the fall term of 2007. Of these, 2,018 were surveyed in March 2008 by R.A. Malatest and Associates Ltd. in order to learn more about these graduates. This was done under contract with the Ministry of Education which provided Malatest with the graduate data necessary to conduct a random sample. The survey was modelled on one developed by the Fraser Region Consortium (FRC)¹ with their permission. That study examined the further education destinations, intentions, and attitudes of 2003/04 BC high school graduates from the Fraser Region of the province who did not transition to public post-secondary education in BC by the following year (Heslop, 2006). A small subcommittee guiding the “Where Did They Go?” study² made modifications to the original survey instrument (see Appendix F), which was then implemented across the province with a sampling strategy based on six regions.

This report describes the survey methodology, the sample, and key research findings. When interpreting the results, the reader should be aware that the provincial level findings are statistically significant; however, those at the regional level are not. A number of appendices augment information in the body of the report.

¹ The FRC partners included Douglas College, Kwantlen University College, Simon Fraser University, and the University College of the Fraser Valley, as the institutions were named at the time.

² The High School Graduate Survey Subcommittee was comprised of Joanne Heslop (Student Transitions Project), Tracy Lavin (CCL), Mario Mazziotti (BCIT), and Devron Gaber and Jean Karlinski from BCCAT.

Highlights

By March 2008, or nearly two years since high school graduation, an estimated 78.4% of 2005/06 BC high school graduates had transitioned to public or private post-secondary education at institutions within BC or elsewhere. The rate of transition to BC public post-secondary institutions alone was 62.1%.^a

Although they had not transitioned directly to public post-secondary studies in BC, most survey respondents (96%) were pursuing or were interested in pursuing further education: only 4% indicated that they had no intention of ever pursuing post-secondary studies.

An estimated 6.9% of 2005/06 high school graduates had enrolled at private post-secondary institutions in BC and 6.2% had left the province to pursue their studies elsewhere in Canada. Among transitioners outside of the BC public system, students with high GPAs tended to leave the province, while students with lower GPAs were more likely to be found in BC private post-secondary institutions.

Financial concerns were the primary barrier to pursuing post-secondary studies reported by survey respondents.

^a This is consistent with preliminary STP information extracted in November 2008: 61.9% of 2005/06 BC high school graduates had transitioned to BC public post-secondary education within two years of graduation.

Major Findings

Based on the survey of 2,018 respondents who graduated from a BC high school in 2005/06 and were not registered in a BC public post-secondary institution by the end of the fall term of 2007, it was determined that:

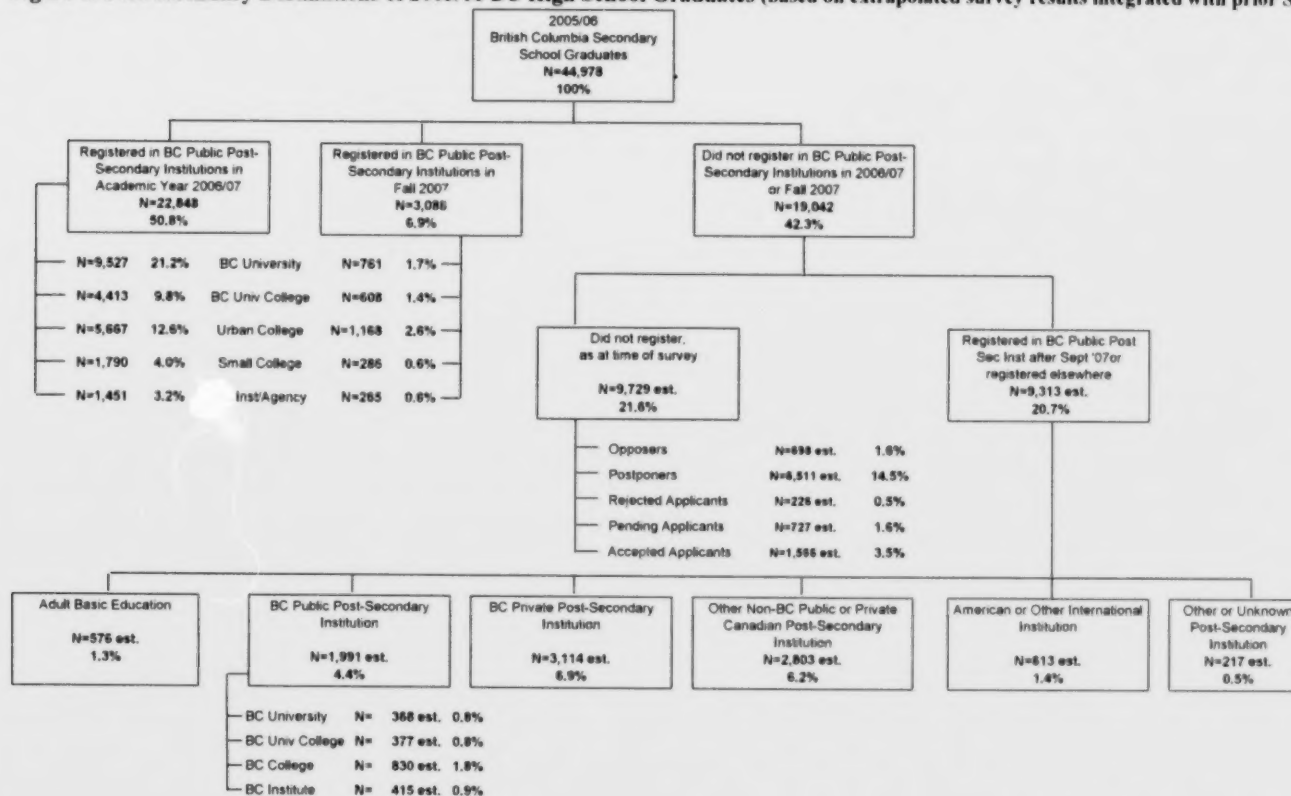
- The majority (62%) of respondents had, by March 2008, registered at or applied to a post-secondary institution:
 - 49% had registered; and
 - 13% had applied.
- A further 22% intended to apply to a post-secondary institution:
 - 20% intended to apply within the next two years; and
 - 2% intended to apply at some point in the future.
- Of those respondents who had registered by March of 2008 (N=987), their registration status was as follows:
 - 25% completed their short program;
 - 66% were still actively registered; and
 - 9% were no longer registered;

and their post-secondary destinations were as follows:

- 22% went to BC public institutions (between Fall 2007 and March 2008);
 - 34% of attendees went to BC private institutions;
 - 30% registered elsewhere in Canada; and
 - 7% registered outside of Canada.
- Among respondents who applied but had not registered (N=267), application destinations were largely in BC:
 - 75% applied to BC public institutions;
 - 8% applied to BC private institutions; and
 - 12% applied to institutions outside of BC.
 - Only 4% of the survey respondents had never applied for admission, had never considered doing so, and probably never would.
 - By extrapolating the survey results and integrating them with prior research conducted by the Student Transitions Project (STP)³, this study was able to quantify the post-secondary destinations of the 44,978 BC graduates of 2005/06:
 - 50.8% registered at BC public post-secondary institutions in Academic Year 2006/07;
 - a further 6.9% registered at BC public post-secondary institutions in the fall of 2007; and
 - 20.7% registered later (by March 2008) or elsewhere, including:
 - 4.4% at BC public post-secondary institutions;
 - 6.9% at BC private post-secondary institutions;
 - 6.2% at post-secondary institutions elsewhere in Canada;
 - 1.4% at post-secondary institutions outside of Canada; and
 - 1.3% in Adult Basic Education (see Figure 1).
 - 298 of the respondents (15%) had achieved high (80% or above) academic grade point averages in high school: 69% of these respondents were registered at post-secondary institutions outside of BC.
 - Just under one-third (32%) of the respondents pursued an academic route through high school, completing English 12 and at least three other academic courses. Among those who had not pursued an academic route, only 38% had taken any further education; 44% of these were at BC private institutions.

³ The Student Transitions Project (STP) uses Personal Education Numbers (PENs) to link data about students in the BC public post-secondary system with data from their kindergarten to Grade 12 years.

Figure 1: Post-secondary Destinations of 2005/06 BC High School Graduates (based on extrapolated survey results integrated with prior STP research)



Notes:

1. Values indicated with "est." have been estimated from the 2,018 students who were surveyed in February/March 2006, with values scaled up to the total population of BC grade 12 graduates.
2. According to STP, 50.8% of 2005/06 BC high school graduates registered in BC public post-secondary institutions in 2006/07 and 6.9% in Fall 2007, the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %'s are expressed as a proportion of the 2005/06 population of grade 12 graduates from the Province of British Columbia.
4. High school graduates from all regions of the province are included.

Source: Student Transitions Project, October, 2007 submission and Where Did They Go? Survey.

- Many of those who did not pursue an academic route through high school indicated that they struggled in high school: fewer than half were interested in what they were learning (48%), were motivated as students (48%), or had a clear academic direction (47%). Only a small fraction (16%) had expected to go on to post-secondary studies immediately after high school.
- The majority of respondents (84%) was either attending school full-time, working full-time or splitting their time between working and attending school. Most (82%) were satisfied with their current activities, but a little over half anticipated a change within the next two years.
- The most frequently reported reason for delaying or opting out of further education was to earn money. Among those who intended to apply to a post-secondary program but had not yet done so, the main reasons were uncertainty regarding goals and financial concerns. Financial resources were most frequently cited as a factor affecting future decisions to pursue post-secondary education.
- Among groups of respondents who were least likely to pursue further education (e.g., males, Aboriginal graduates, those who had not pursued an academic route through high school), there was significant interest in pursuing training and accreditation in the trades.

Post-secondary Status: Experiences, Attitudes and Intentions

Each of the 2,018 respondents was classified into one of eight mutually exclusive post-secondary status categories, based on their post-secondary experiences, attitudes and intentions at the time of the survey:

- Active Registrants had pursued post-secondary studies and were still attending at the time of the survey (n = 656, 33%);
- Completed Registrants had completed a post-secondary program or course(s) (n = 244, 12%);
- Accepted Applicants had applied for admission to a post-secondary program but had not registered, often because their program had not yet started (n = 166, 8%);
- Pending Applicants had applied for admission to a post-secondary program and were still waiting for an admissions decision (n = 77, 4%);
- Rejected Applicants had applied and were denied admission to a post-secondary program (n=24, 1%)
- Former Registrants had pursued post-secondary studies but left before completing their program (n=87, 4%);
- Postponers had not applied for admission but had considered it or might consider it at some point in the future (n = 690, 34%);
- Opposers had never applied for admission, had never considered doing so, and probably never would (n = 74, 4%).

Beyond their post-secondary experiences, attitudes and intentions, there were a number of distinguishing features across the eight post-secondary status categories.

Active Registrants (n = 656)

Nearly half of these respondents had mothers and/or fathers with a post-secondary education. The majority reported that they were motivated students in high school, completed their assignments on time, had a clear academic direction, and expected to continue on to post-secondary education directly after graduation. These respondents were more likely than any other group to have taken an academic route through high school and to have achieved a university eligible GPA. Although they were less likely to be employed, earned lower wages and often worked as retail sales staff or restaurant staff, most of these respondents were satisfied with their current situation.

Completed Registrants (n = 244)

After completing a short post-secondary program, most of these respondents were employed full-time, but over a quarter were still studying. This group did not express particularly high satisfaction levels with their current activities and one-third anticipated a change within the next year.

Accepted Applicants (n = 166)

Most of these respondents had expected to take a break between high school and post-secondary studies. They reported fewer failing grades than other respondents but very few of these respondents achieved university eligible GPAs. Most of these respondents were employed full-time but more than half expected to be doing something different within the year.

Pending Applicants (n = 77)

These respondents reported a mix of positive and negative high school experiences: they were less satisfied with their grades and less likely to complete their homework assignments, but they were less likely to face learning difficulties. These respondents were in flux: nearly two-thirds expected to be doing something different within the year.

Rejected Applicants (n = 24)

These respondents were less satisfied with their current circumstances than any other group. This group did not perceive learning in high school to be difficult, but did not generally enjoy their high school experiences: they were bored, unmotivated, and less likely than others to get on well with their teachers or to complete their homework assignments. Most expected to be doing something different within one or at most two years.

Former Registrants (n = 87)

These respondents also reported relatively low levels of satisfaction with their current circumstances. While the majority expected their circumstances to change within a year or two, fewer than one-third planned to resume their post-secondary studies. These respondents had relatively good grades in high school but, while the majority expected to

pursue post-secondary studies immediately after high school, they were less likely than others to consult guidance counsellors or teachers for information about post-secondary education.

Postponers (n = 690)

Men outnumbered women almost two to one in this group. Postponers reported having a difficult time learning course material. Many had failing grades and few had a clear academic direction. These respondents were less likely than others to consult family members regarding post-secondary programs. The majority were employed but earning relatively low wages. They were less likely than others to be working in the skilled trades and more likely to be working as retail sales staff.

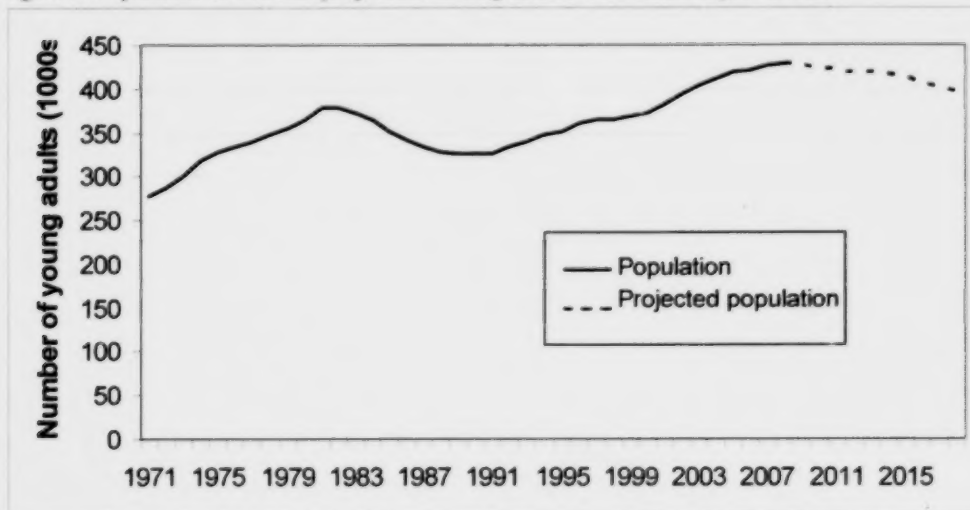
Opposers (n = 74)

Most of this group (71%) was composed of men. These respondents reported negative high school experiences: were bored, uninterested, and unmotivated. Many had a difficult time learning course material, had failing grades, and lacked a clear academic direction, and few expected to pursue further education after high school. These respondents were more likely than others to have fathers who did not complete high school and were least likely to consult family members regarding post-secondary programs. In contrast to their mostly negative attitudes toward education, this group of respondents was generally very satisfied with their current situation and felt that they were doing well without any further education. Most were employed and the majority were earning at least \$13 per hour. Many were employed in the trades, and they were less likely than others to be employed as restaurant or retail sales staff.

1. Introduction

As a result of demographic pressures, British Columbia's post-secondary institutions are currently facing a shrinking pool of potential applicants. Population projections suggest that the number of British Columbians in the age group most prevalent at post-secondary institutions (i.e., aged 18 to 25) will decline steadily over the next ten years (see Figure 2).

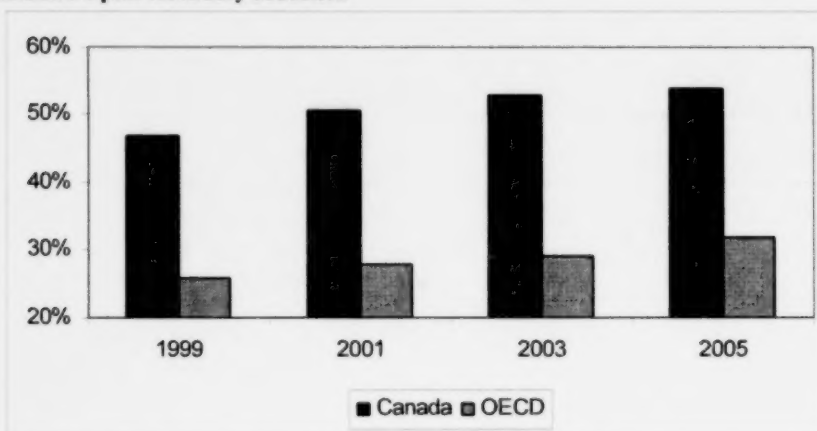
Figure 2: Population counts and projections among British Columbians aged 18 to 25



Source: BC Stats - [British Columbia Population by Selected Age Groups](#)

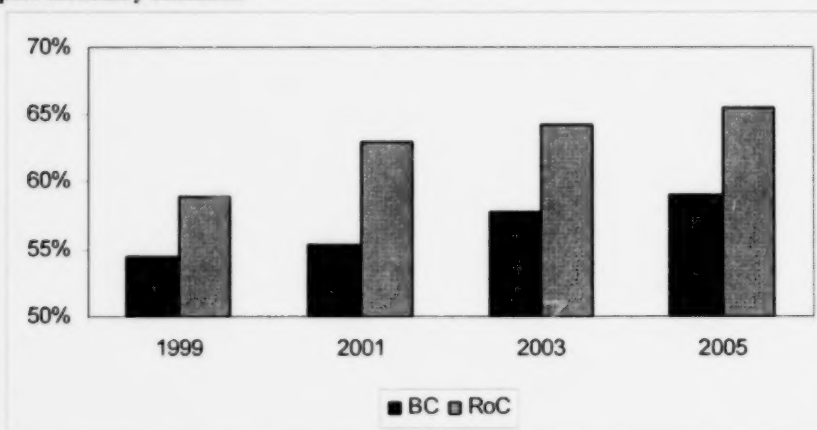
At the same time, it is growing increasingly important to ensure that a larger proportion of BC high school graduates pursue post-secondary studies. In the decade leading up to 2015, 55% of all new jobs are expected to be in occupations that usually require post-secondary education, and a further 11% are expected to be in management (Lapointe, Dunn, Tremblay-Côté, Bergeron & Ignaczak, 2006). Compared to other OECD countries, Canada has an exceptionally high proportion of young adults (aged 25 to 34) who have completed a post-secondary program (see Figure 3). However, post-secondary attainment among young adults is lower in BC than in the rest of the country. Although post-secondary attainment has been rising in BC over the last several years, it has been rising even faster in other parts of Canada, leaving BC even further behind the rest of the country (see Figure 4).

Figure 3: Percentage of the population aged 25 – 34 in Canada and other OECD countries that has attained a post-secondary education



Source: OECD – Trends in educational attainment at tertiary level.

Figure 4: Percentage of the population aged 25 – 34 in BC and the rest of Canada that has attained a post-secondary education



Source: Statistics Canada – Labour Force Survey

In order to develop policies and practices to increase the proportion of high school graduates who pursue post-secondary studies and to support BC's post-secondary institutions in recruiting and retaining students, it is important to gather information about the motivations, decisions, and activities of students in the years following high school graduation.

Tracking post-secondary students is notoriously difficult; however, some data sources do make it possible. For example, using data from the Youth in Transitions Survey (YITS), Hango and de Broucker (2007) determined that 30% of recent Canadian high school graduates take time off after high school and before pursuing post-secondary studies. Also using YITS data, Finnie & Qiu (2008) reported that approximately 40% of post-

secondary students in Canada either drop out of their program or switch to a different program within the first two years of their studies.

In BC, effective systems for managing and coordinating student data alleviate some of the usual difficulties of tracking post-secondary students. For example, the Student Transitions Project (STP) uses Personal Education Numbers (PENs) to link data about students in the BC public post-secondary system with data from their kindergarten to Grade 12 years. This provides a rich source of data on post-secondary pathways among students pursuing studies at public post-secondary institutions in BC. For example, STP data reveal that 50% of BC high school graduates pursue BC public post-secondary education at public institutions in BC within one year of high school graduation, and cumulatively, 72% do so within five years of high school graduation (Heslop, 2008a). In addition to the STP, efforts to link PENs to StudentAid BC and Passport to Education data have yielded some information about students pursuing post-secondary studies outside of the BC public system. However, not all students apply for StudentAid or redeem Passport stamps for their post-secondary education.

In short, there remains a scarcity of information about BC high school graduates who do not pursue post-secondary studies or who pursue post-secondary studies at private or out-of-province institutions. A considerable number of high school graduates fall into these categories: for example, by the end of the fall term of 2007, 42% of BC's 2005/06 high school graduation cohort had not pursued post-secondary studies at a public institution in BC. The current project was designed to learn about these high school graduates and was based, with permission, on a survey conducted by the Fraser Region Consortium sample of the BC high school graduating class of 2003/04 (Heslop, 2006). The current project addressed the following questions through a telephone survey:

- What are the post-secondary destinations (if any) of these high school graduates?
- Who are these graduates? Which demographic groups do they represent?
- What kinds of high school experiences did these graduates have?
- What was their level of preparation for further education?
- What are their current activities?
- What do they anticipate doing in the near future and how important will further education be?
- What are their reasons for delaying or opting out of further education?
- What accounts for low transition rates among certain demographic sub-groups?
- What can be done to increase the proportion of BC high school graduates who pursue post-secondary studies in BC?

2. Survey Methodology

R.A. Malatest & Associates Ltd. was contracted by the BC Council on Admissions and Transfer to assist in project management and administration of the telephone survey. Malatest was charged with the following activities:

- Review and modification of the survey instrument designed by BCCAT and the High School Graduate Survey Subcommittee;
- Sample management;
- Computer Assisted Telephone Interview (CATI) programming of the survey instrument;
- Field-testing and subsequent modification of the survey instrument;
- Survey administration (including tracking of respondents throughout North America);
- Cleaning of the survey data, and coding of the majority of open-ended responses; and
- Preparation of a Methodology Report and Statistical Tables.

Refer to Malatest & Associates' Methodology Report in Appendix F for additional information on the survey methodology. The survey instrument is also provided in Appendix F.

3. The Sample

The survey was designed to include respondents who had graduated from a BC secondary school between October 1, 2005 and September 30, 2006 and who had not registered at a BC public post-secondary institution between September 1, 2006 and the end of the fall term of 2007.

The final sample included 2,018 BC secondary school graduates from the 2005/06 cohort. A total of 82 respondents reported attending public post-secondary institutions in BC between September 1, 2006 and the end of the fall term of 2007, despite the fact that these attendees were not meant to be included in the current sample. The student status of a small number of the respondents who reported registering at a public post-secondary institution in BC by September of 2007 was verified. Based on information from the Central Data Warehouse,⁴ it was confirmed that 15 of these respondents had applied for admission to a public post-secondary institution in BC: 14 had been offered admission and one had registered. Ten respondents reported attending the University of British Columbia and UBC was able to provide information regarding admission and registration status for five of these respondents. Two had registered for summer programs and three had been admitted but never registered.

Application and registration records for the remaining respondents who reported attending a public post-secondary institution in BC were not available and their student status remains undetermined. When the official records do not match respondents' self-report, it is not possible to determine whether the inaccuracy is the result of poor data

⁴ The Post-secondary Central Data Warehouse contains standardized data relating to student demographics, programs, credentials, courses, session registration, and campuses for 20 public post-secondary institutions in B.C., including colleges, institutes, and special purpose universities. The data are updated in May and October.

quality or respondent error. Therefore, although some of the respondents who reported attending a public post-secondary institution in BC may not have met the requirements for participation in the current survey, all of them were retained in the sample and included in the analyses in this report.

The 2,018 respondents were distributed across six BC regions (and college regions) as shown below in Table 1. The regional proportions within the sample were designed to reflect the distribution of the population of non-transitioning 2005/06 high school graduates across the province. Students in the North were slightly oversampled to achieve a sufficiently large sub-sample of these graduates.

Table 1: Provincial distributions of the survey sample and of the population of non-transitioners

Regions and College Regions	Number of Survey Respondents	Distribution of Survey Respondents	Distribution of Non- transitioning 05/06 Graduates
North	199	9.9%	7.9%
New Caledonia	115	5.7%	3.6%
Northern Lights	35	1.7%	2.2%
Northwest	49	2.4%	2.1%
North Fraser Valley	394	19.5%	20.1%
Douglas	214	10.6%	11.5%
Fraser Valley	180	8.9%	8.6%
South Fraser Valley	367	18.2%	18.8%
Kwantlen	367	18.2%	18.8%
Southeast	443	22.0%	20.8%
Okanagan	293	15.4%	11.2%
Rockies	43	2.1%	2.9%
Selkirk	15	0.7%	2.1%
Thompson Rivers	92	4.6%	4.7%
Vancouver	276	13.7%	14.1%
Capilano	124	6.1%	5.9%
Vancouver/Langara	152	7.5%	8.2%
Vancouver Island	339	16.8%	18.2%
Camosun	148	7.3%	7.8%
Malaspina	97	4.8%	6.4%
North Island	94	4.7%	4.1%

It was not possible to calculate a response rate for the survey because sampling in each region was halted as soon as the target number of respondents had been reached. In order to check for the possibility of sampling or response bias, comparisons were made between the sample and the overall population of non-transitioners on a number of characteristics based on data from the Student Transitions Project (see Table 2). These comparisons suggest that, with minor exceptions, the sample is largely representative of the population. Aboriginal graduates were somewhat underrepresented, making up 6.6% of the population of non-transitioners and 4.7% of the survey sample. Students from non-standard high schools (e.g., alternate, continuing education) were underrepresented, making up 4.9% of the population and just 1.1% of the sample. When interpreting the results, the reader should be aware that the provincial level findings are statistically significant; however, those at the regional level are not.

Table 2: Characteristics of the survey sample and the population of non-transitioners

Characteristic	Distribution of Survey Respondents	Distribution of Non-transitioning 05/06 Graduates
Gender		
Male	54.4%	53.1%
Female	45.6%	46.9%
Aboriginal Status		
Aboriginal	4.7%	6.6%
Non-Aboriginal	95.3%	93.4%
ESL in Grad Year		
ESL	1.0%	1.7%
Non-ESL	99.0%	98.3%
Special Needs/Gifted		
Special Need	7.4%	6.5%
Gifted	3.7%	2.7%
No Special Need	88.9%	90.8%
School Type		
Public	90.5%	90.6%
Independent	9.5%	9.4%
School Facility Type		
Standard	98.9%	95.1%
Alternate	0.5%	1.3%
Continuing Ed	0.1%	2.6%
Distance Ed	0.5%	0.3%
District Distance Ed	0.0%	0.7%
Academic GPA		
University Eligible	19.8%	18.3%
Not Univ. Eligible	11.9%	10.2%
Not Available	68.3%	71.5%

4. Further Education Destinations

Although the 2,018 respondents were selected for participation in this survey specifically because they had not transitioned to a public post-secondary institution in BC by the end of the fall term of 2007, a large number of the respondents reported having been involved with the post-secondary system by the time they were surveyed. Over 60% had initiated the process of gaining entry to a post-secondary institution by applying for admission and just under half (49%) reported taking some post-secondary education.

The majority of those who reported having enrolled at a post-secondary institution had attended a private institution in BC, a public institution in BC, or a public college or university elsewhere in Canada, while a small number left the country to pursue their post-secondary studies (see Table 3). The top five most popular destinations were: Trinity Western University, BCIT, The Art Institute of Vancouver, the University of Calgary, and McGill University.

Table 3: Post-secondary education destinations

Institution	Proportion of respondents
Took some post-secondary education – Total	49%
Private institution in BC	16%
Public institution in BC	11%
University	2%
University college	2%
College	5%
Institute	2%
Canadian college or university (outside BC)	15%
College or university outside Canada	3%
Adult Basic Education ^a	3%

Source: Where Did They Go? survey, questions #16 & 18.

^a Adult Basic Education includes upgrading taken at both secondary and post-secondary institutions.

Of the 1031 respondents who did not report any post-secondary training, 79% indicated that they believe further education will be important to them over the next five years; 74% had seriously considered enrolling in further education; 68% planned on attaining some kind of post-secondary credential; and 35% had applied for admission to a post-secondary institution.

Among the 267 respondents who had applied for admission but never enrolled at a post-secondary institution, the majority applied to public institutions in BC (see Table 4). BCIT was the single most popular choice: 18% of applicants across the province and 46% of those from Vancouver applied to BCIT. Among the remaining applicants, the most popular institutions were Thompson Rivers University, Camosun College, Kwantlen University College, Douglas College and Okanagan College.⁵

Table 4: Type of institutions to which respondents applied but never enrolled

Institution	Proportion of respondents
Applied but never enrolled – Total	13%
Public institution in BC	10%
University	2%
University college	2%
College	4%
Institute	2%
Private institution in BC	1%
University or college outside BC	2%

Source: Where Did They Go? survey, questions #25 & 26.

5. Post-secondary Status

The survey respondents carried a broad range of experiences with and attitudes toward post-secondary education. In order to contextualize and make sense of respondents' answers to the remainder of the survey, each respondent was categorized as belonging to one of eight Post-secondary Status groups. These groupings were based on whether

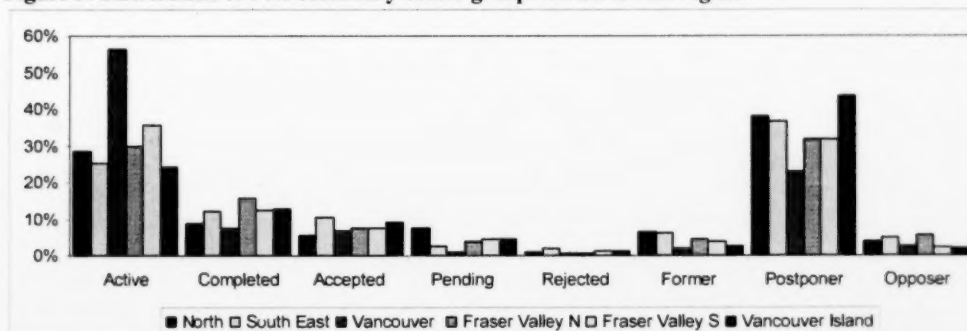
⁵ The institutional groupings reflect the designations of institutions at the time that the survey was conducted.

participants had taken or attempted to take any post-secondary training and whether they were interested in pursuing post-secondary studies in the future.⁶

1. **656 (33%)** of the respondents were Active Registrants. They had pursued post-secondary studies and were still attending at the time of the survey.
2. **244 (12%)** were Completed Registrants. They had completed a post-secondary program or course(s).
3. **166 (8%)** were Accepted Applicants. They had applied to a post-secondary institution and were accepted but had not registered.
4. **77 (4%)** were Pending Applicants. They had applied for admission to a post-secondary institution and were still waiting for an admissions decision.
5. **24 (1%)** were Rejected Applicants. They had applied to a post-secondary institution but they were denied admission.
6. **87 (4%)** were Former Registrants. They had pursued post-secondary studies but left without completing their studies.
7. **690 (34%)** were Postponers. They had not applied for admission but had considered it or might consider it at some point in the future.
8. **74 (4%)** were Opposers. They had never applied for admission, had never considered doing so, and probably never would.

With a few exceptions, these eight groups of respondents are evenly distributed across the six regions of the province (see Figure 5). Active Registrants were overrepresented in Vancouver, relative to the other five regions. As well, Postponers were somewhat underrepresented in Vancouver and overrepresented on Vancouver Island.

Figure 5: Distribution of Post-secondary Status groups across the six regions



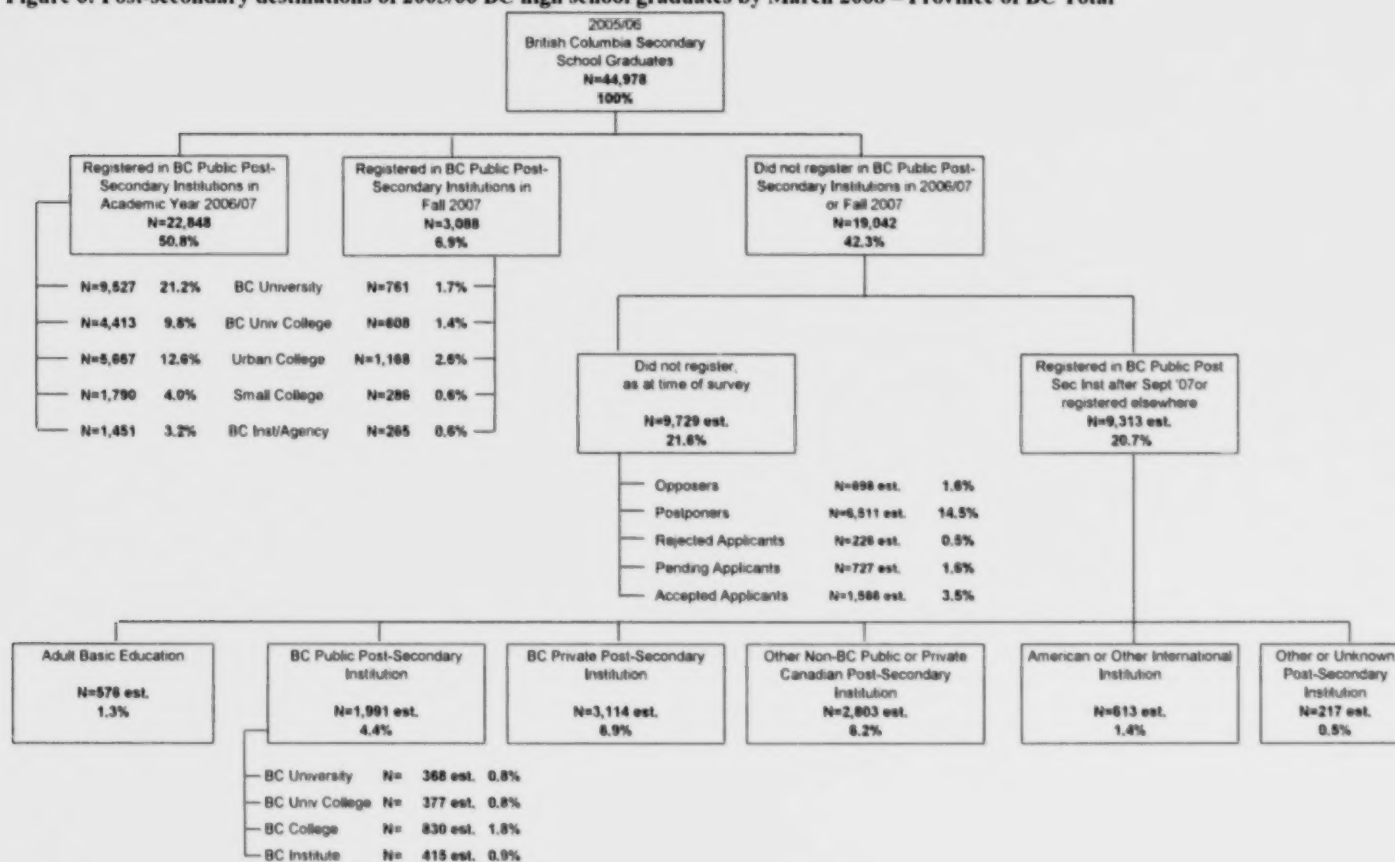
Source: Where Did They Go? survey, questions #6, 16, 22, 23, 24, 25 & 28 and geographic data from BC Ministry of Education.

⁶ The Post-secondary Status groupings were developed by the Fraser Region Consortium.

6. Provincial and Regional Transition Patterns

By extrapolating data from the Where Did They Go? survey and combining it with STP data, it was possible to develop a clear picture of the overall post-secondary transition patterns among the entire cohort of 2005/06 BC high school graduates. Data for the entire province and for each of the six regions are presented in Figures 6 through 12.

Figure 6: Post-secondary destinations of 2005/06 BC high school graduates by March 2008 – Province of BC Total

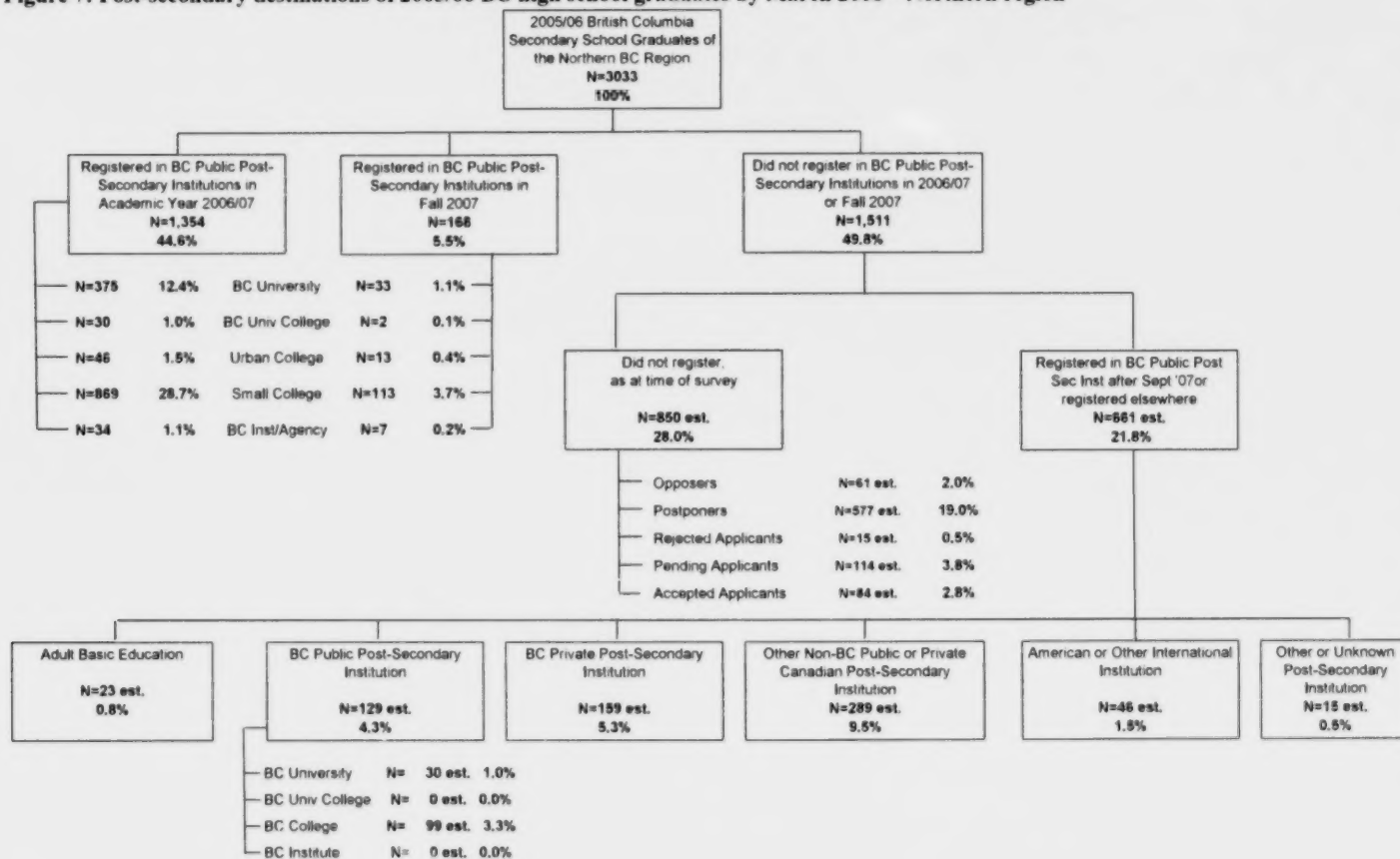


Notes:

1. Values indicated with "est." have been estimated from the 2,016 students who were surveyed in February/March 2008, with values scaled up to the total population of BC grade 12 graduates.
2. According to STP, 50.8% of 2005/06 BC high school graduates registered in BC public post-secondary institutions in 2006/07 and 6.9% in Fall 2007; the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %s are expressed as a proportion of the 2005/06 population of grade 12 graduates from the Province of British Columbia.
4. High school graduates from all regions of the province are included.

Source: Student Transitions Project, October, 2007 submission and Where Did They Go? Survey.

Figure 7: Post-secondary destinations of 2005/06 BC high school graduates by March 2008 – Northern region

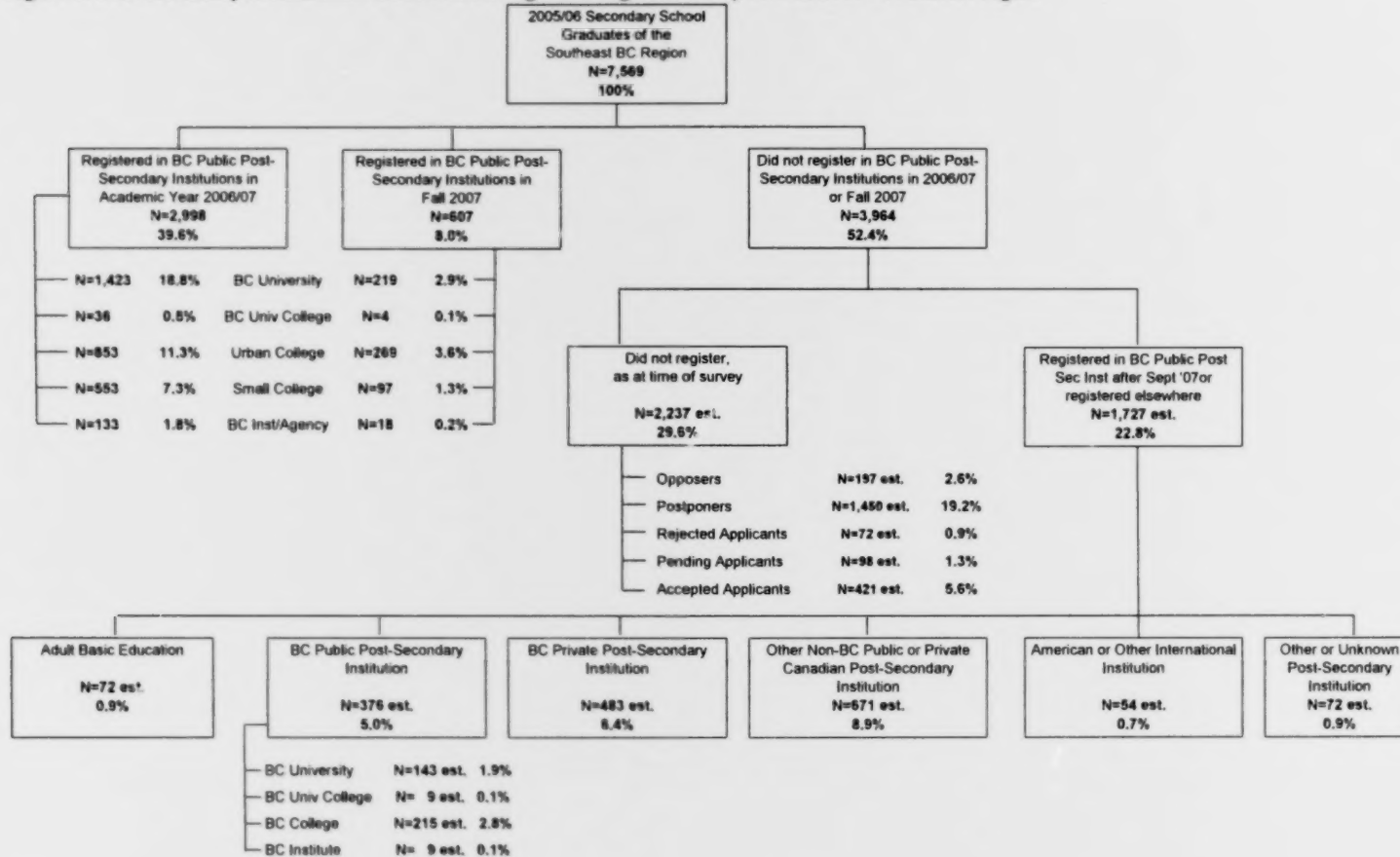


Notes:

1. Values indicated with "est." have been estimated from the 200 Northern BC students who were surveyed in February/March 2008, with values scaled up to the total population of Northern BC graduates.
2. According to STP, 44.6% of 2005/06 Northern BC high school graduates registered in BC public post-secondary institutions in 2006/07 and 5.5% in Fall 2007, the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %'s are expressed as a proportion of the 2005/06 population of Northern BC grade 12 graduates.
4. The Northern Region includes BC high school graduates from the following College Regions: New Caledonia, Northern Lights and Northwest.

Source: Student Transitions Project, October, 2007 submission and Where Did They Go? Survey

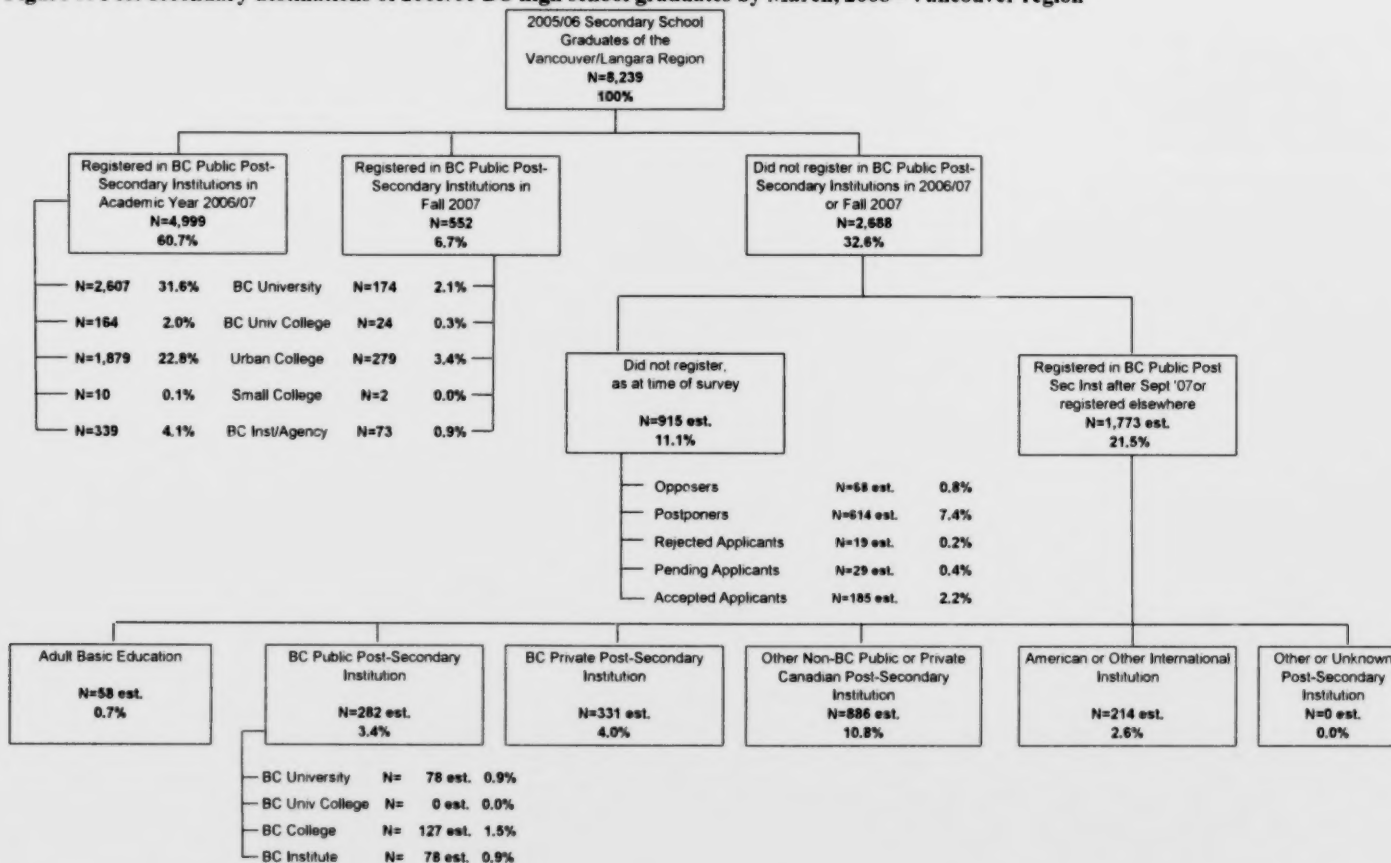
Figure 8: Post-secondary destinations of 2005/06 BC high school graduates by March 2008 - Southeast region



Notes:

1. Values indicated with "est." have been estimated from the 2,018 students who were surveyed in February/March 2008, with values scaled up to the total population of BC grade 12 graduates.
2. According to STP, 39.6% of 2005/06 BC high school graduates of the Southeast BC region registered in BC public post-secondary institutions in 2006/07 and 8.0% in Fall 2007; the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %'s are expressed as a proportion of the 2005/06 population of grade 12 graduates from the Province of British Columbia.
4. The South East Region includes high school graduates from the following College Regions: Okanagan, Rockies, Selkirk and Thompson Rivers.

Figure 9: Post-secondary destinations of 2005/06 BC high school graduates by March, 2008 - Vancouver region

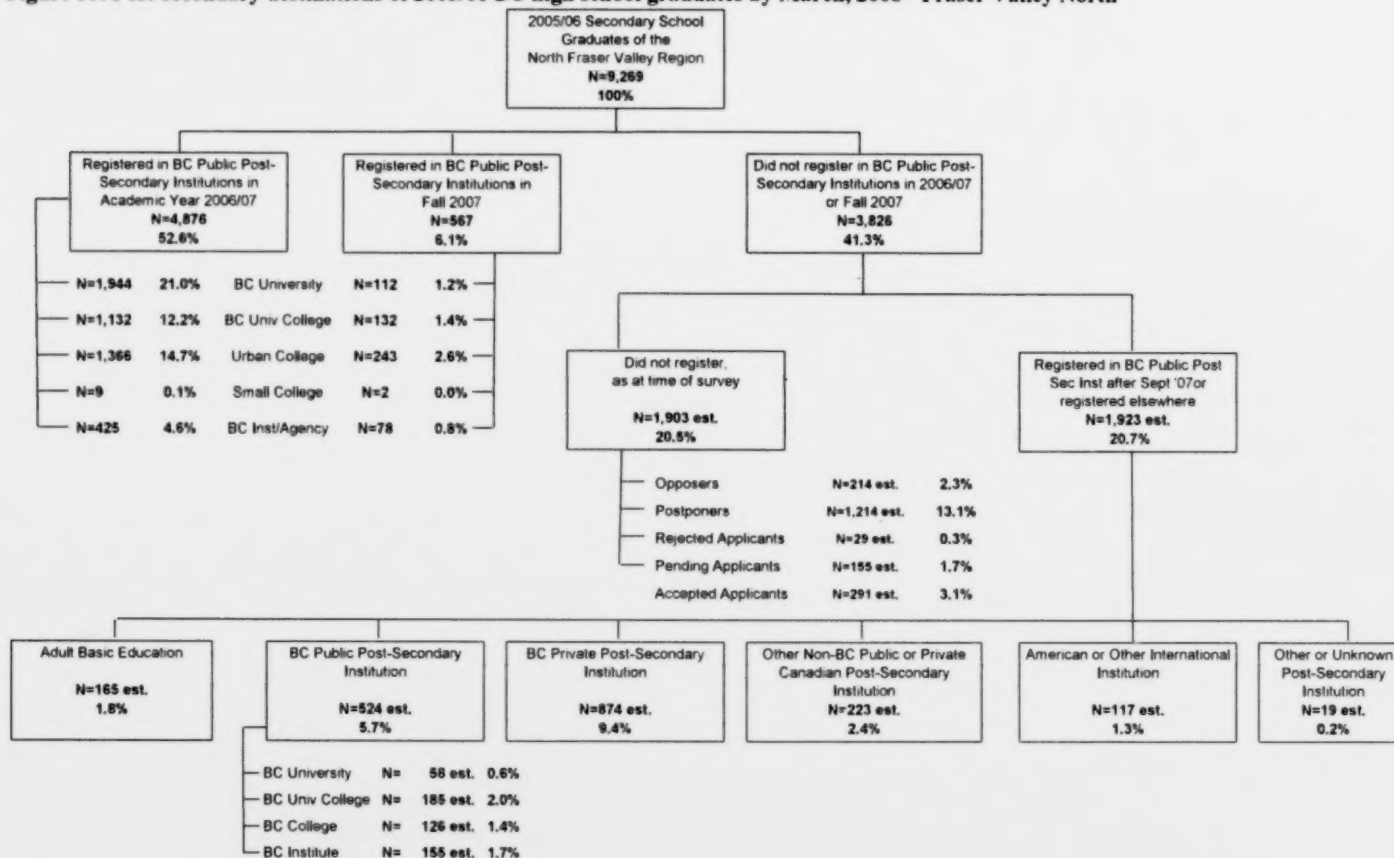


Notes:

1. Values indicated with "est." have been estimated from the 2,018 students who were surveyed in February/March 2008, with values scaled up to the total population of BC grade 12 graduates.
2. According to STP, 6.07% of 2005/06 BC high school graduates of the Vancouver/Langara region registered in BC public post-secondary institutions in 2006/07 and 6.7% in Fall 2007; the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %'s are expressed as a proportion of the 2005/06 population of grade 12 graduates from the Province of British Columbia.
4. The Vancouver Region includes high school graduates from the following College Regions: Capilano and Vancouver/Langara.

Source: Student Transitions Project, October, 2007 submission and Where Did They Go? Survey.

Figure 10: Post-secondary destinations of 2005/06 BC high school graduates by March, 2008 - Fraser Valley North

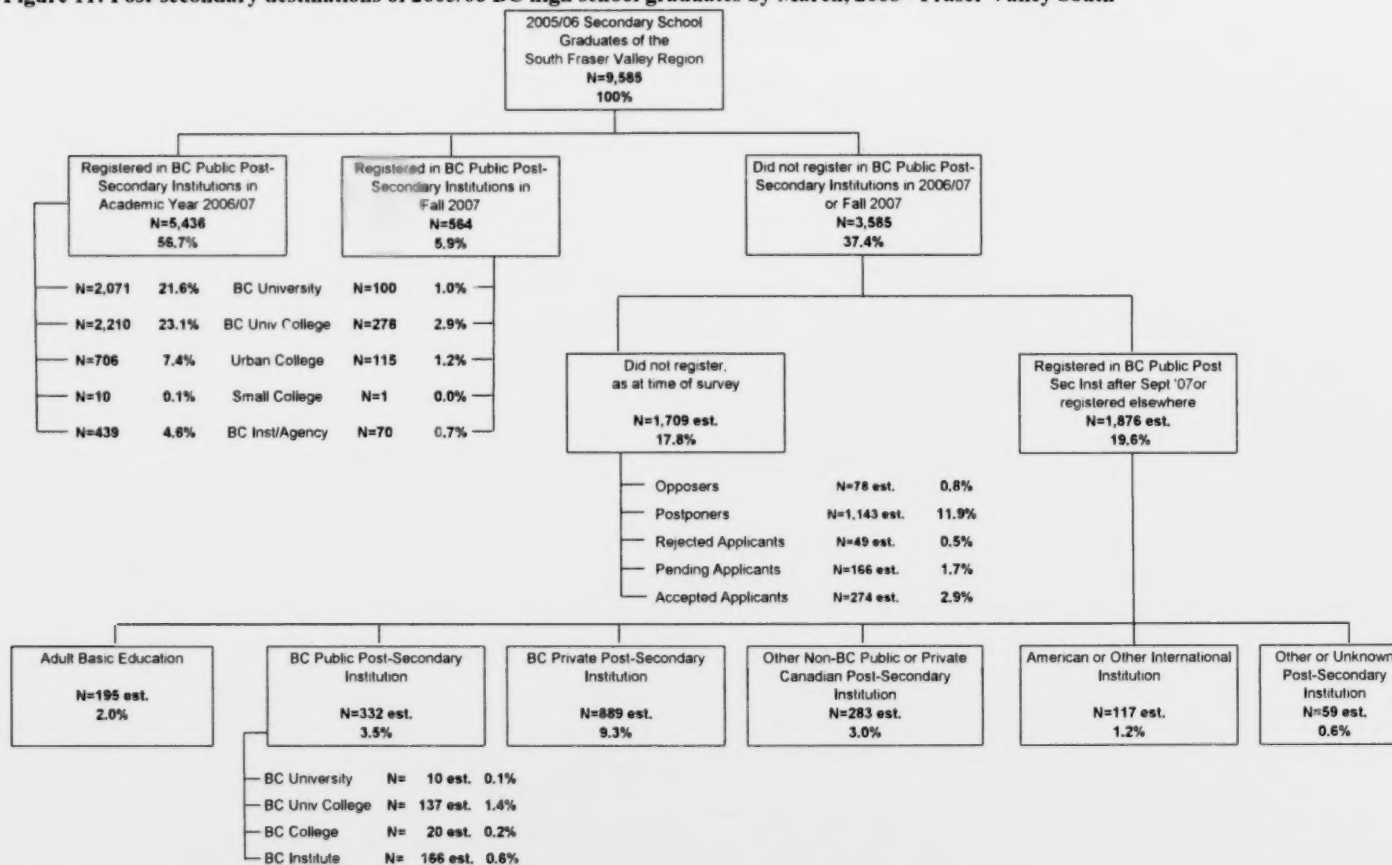


Notes:

1. Values indicated with "est." have been estimated from the 2,018 students who were surveyed in February/March 2008, with values scaled up to the total population of BC grade 12 graduates.
2. According to STP, 52.6% of 2005/06 BC high school graduates of the North Fraser Valley region registered in BC public post-secondary institutions in 2006/07 and 6.1% in Fall 2007, the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %'s are expressed as a proportion of the 2005/06 population of grade 12 graduates from the Province of British Columbia.
4. The North Fraser Valley Region includes high school graduates from the following College Regions: Douglas and Fraser Valley.

Source: Student Transitions Project, October, 2007 submission and Where Did They Go? Survey

Figure 11: Post-secondary destinations of 2005/06 BC high school graduates by March, 2008 - Fraser Valley South

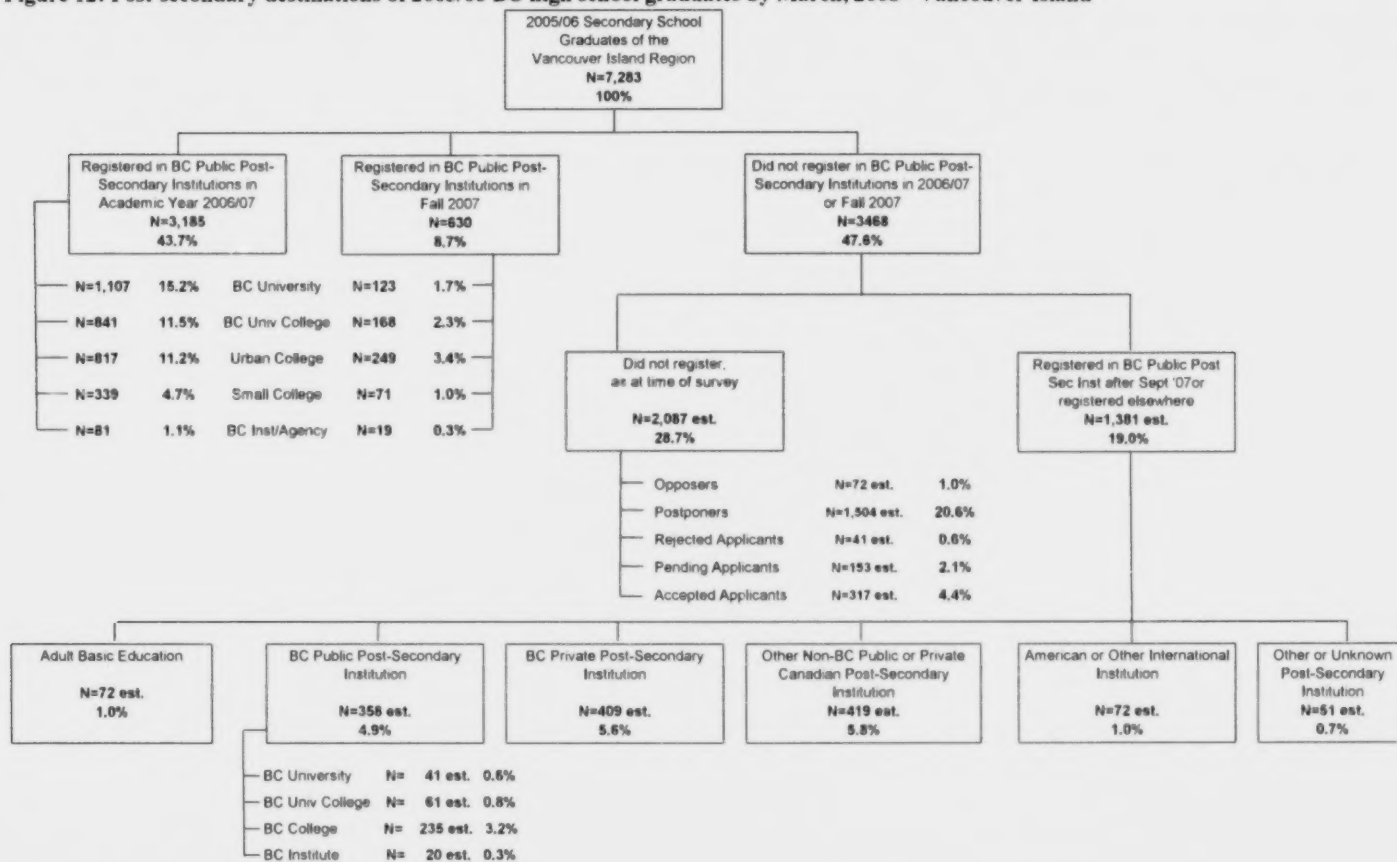


Notes:

1. Values indicated with "est." have been estimated from the 2,018 students who were surveyed in February/March 2008, with values scaled up to the total population of BC grade 12 graduates.
2. According to STP, 56.7% of 2005/06 BC high school graduates of the South Fraser Valley region registered in BC public post-secondary institutions in 2006/07 and 5.9% in Fall 2007; the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %'s are expressed as a proportion of the 2005/06 population of grade 12 graduates from the Province of British Columbia.
4. The South Fraser Valley Region includes high school graduates from the following College Regions: Kwantlen.

Source: Student Transitions Project, October, 2007 submission and Where Did They Go? Survey

Figure 12: Post-secondary destinations of 2005/06 BC high school graduates by March, 2008 - Vancouver Island



Notes:

1. Values indicated with "est." have been estimated from the 2,018 students who were surveyed in February/March 2008, with values scaled up to the total population of BC grade 12 graduates.
2. According to STP, 43.7% of 2005/06 BC high school graduates of the Vancouver Island region registered in BC public post-secondary institutions in 2006/07 and 8.7% in Fall 2007, the remaining post-secondary transitions are estimated from the survey of non-transitioners. This survey expected institution destinations to be primarily outside of the BC public post-secondary system, but numerous respondents registered in the BC public post-secondary system. Some enrollments were not captured by STP because they occurred before the stable enrollment date or after the STP submission period.
3. All %s are expressed as a proportion of the 2005/06 population of grade 12 graduates from the Province of British Columbia.
4. The Vancouver Region includes high school graduates from the following College Regions: Camosun, Malaspina and North Island.

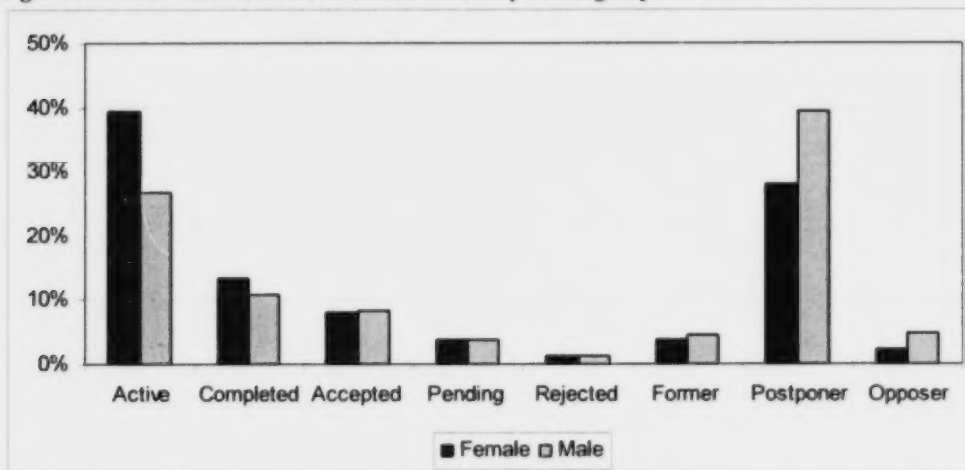
Source: Student Transitions Project, October, 2007 submission and Where Did They Go? Survey.

7. Demographics

7.1 Gender

A little over half (54%) of the sample was male. Gender distributions varied across both Post-secondary Status groups and regions. Men were sharply overrepresented among the Opposers and Postponers, while women were overrepresented among Active Registrants (see Figure 13). There were roughly even numbers of male and female respondents in Vancouver. In every other region—especially Vancouver Island—there were more men than women.

Figure 13: Gender distribution across Post-secondary Status groups

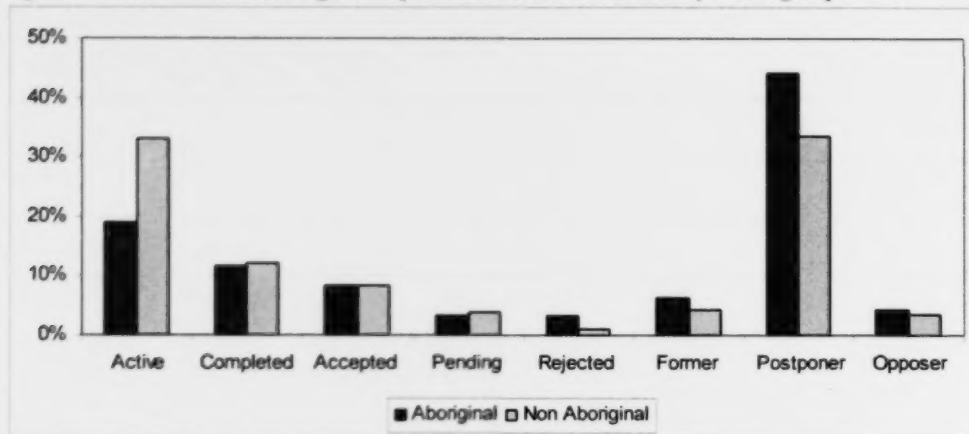


Source: Where Did They Go? survey and gender data from BC Ministry of Education.

7.2 Aboriginal Students

The sample included 95 Aboriginal respondents (4.7% of the sample). Relative to non-Aboriginal respondents, these respondents were overrepresented among the Postponers and underrepresented among Active Registrants (see Figure 14). The Aboriginal respondents were primarily from the North and South East regions.

Figure 14: Distribution of Aboriginal respondents across Post-secondary Status groups

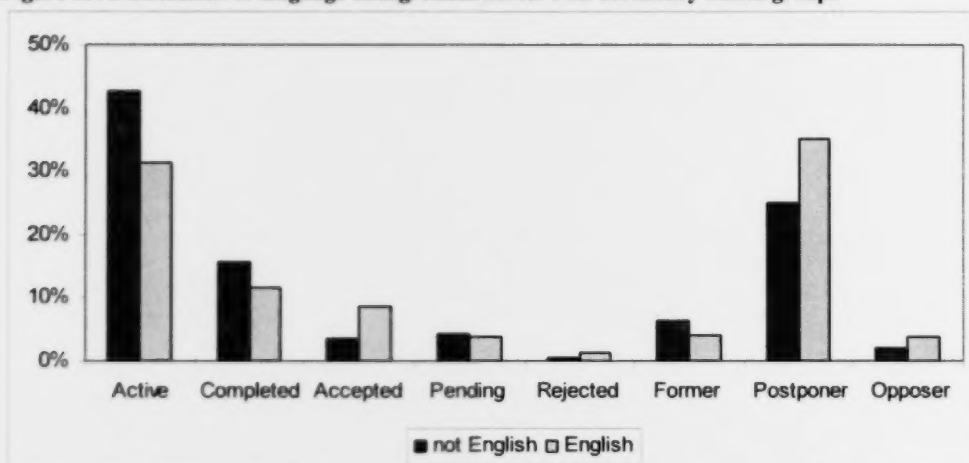


Source: Where Did They Go? survey and Aboriginal identity data from BC Ministry of Education.

7.3 Language Background

Only 20 respondents (1%) were ESL students; however, 192 (10%) reported a language other than English as their home language. These respondents were more likely to be Active Registrants and less likely to be Postponers or Opposers, compared to respondents from English speaking households (see Figure 15).⁷ Respondents from non-English speaking households were primarily from Vancouver and the Fraser Valley.

Figure 15: Distribution of language backgrounds across Post-secondary Status groups



Source: Where Did They Go? survey and language background data from BC Ministry of Education.

⁷ This is consistent with STP findings: BC high school graduates whose primary language is not English have higher transition rates to BC public post-secondary education.

7.4 Parental Education

Overall, approximately half of all respondents reported that their parents had achieved a post-secondary credential (i.e., certificate, diploma, or degree; see Table 5).

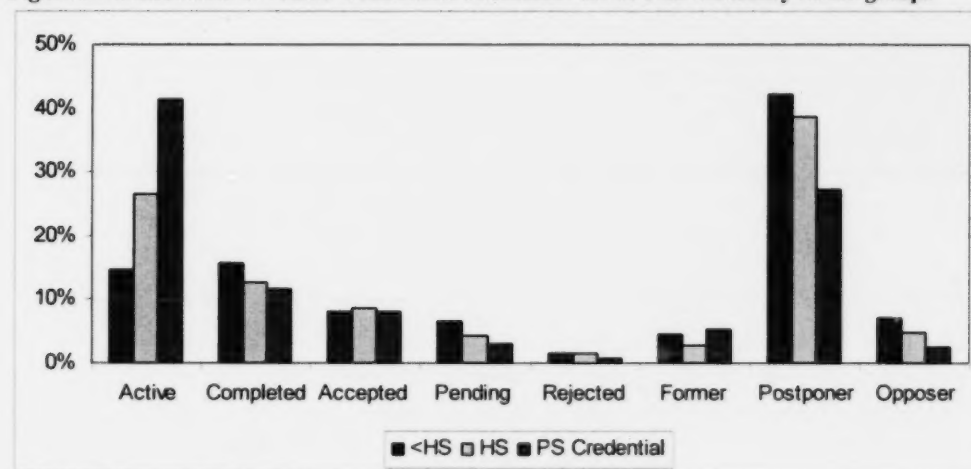
Table 5: Educational attainment of respondents' mothers and fathers

Educational Attainment	Respondents' Mothers	Respondents' Fathers
Less than high school	7%	11%
High school diploma	45%	36%
Post-secondary credential	48%	53%

Source: Where Did They Go? survey, question #38.

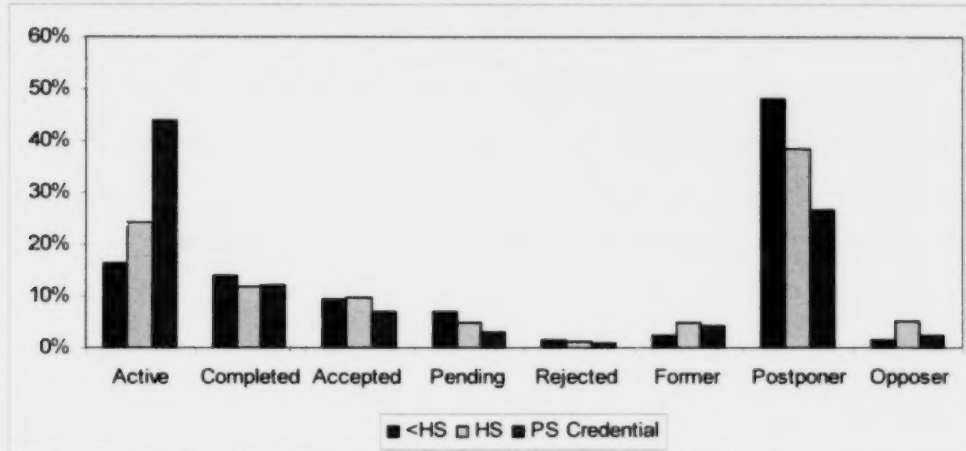
Respondents whose fathers did not complete high school were overrepresented among Opposers and Postponers and underrepresented among Active Registrants (see Figure 16). Respondents whose mothers did not complete high school were overrepresented among Postponers, but not among Opposers (see Figure 17).

Figure 16: Distribution of fathers' educational attainment across Post-secondary Status groups



Source: Where Did They Go? survey, question #38.

Figure 17: Distribution of mothers' educational attainment across Post-secondary Status groups



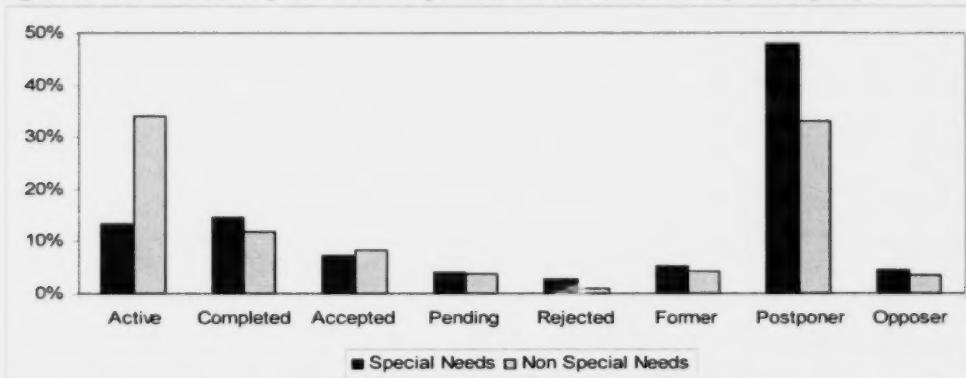
Source: Where Did They Go? survey, question# 38.

In Vancouver, respondents were more likely than elsewhere to report that their parents had post-secondary credentials. In the North, respondents were more likely than elsewhere to report that their parents had not completed high school.

7.5 Special Needs Students

A total of 150 respondents (7.4%) reported having special needs, primarily learning disabilities. These respondents were more likely to be Postponers and less likely to be Active Registrants than were the remaining respondents (see Figure 18).⁸ Respondents who reported special needs were quite evenly spread out across the six regions, with somewhat larger numbers of them in the South Fraser Valley region and smaller numbers in the North.

Figure 18: Distribution of Special Needs respondents across Post-secondary Status groups



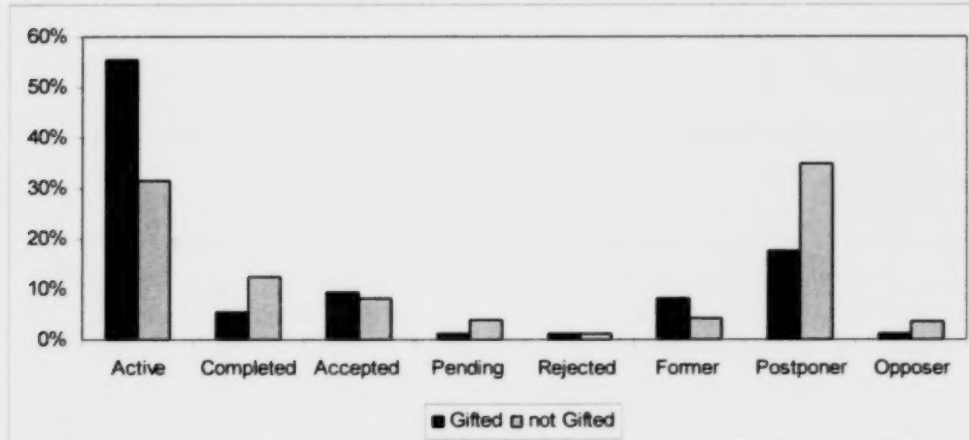
Source: Where Did They Go? survey and Special Needs data from BC Ministry of Education.

⁸ This is consistent with STP findings: BC high school graduates with special needs have lower than average transition rates to BC public post-secondary education.

7.6 Gifted Students

Gifted students made up 4.6% of the 2005/06 graduating cohort. A relatively small proportion (31%) of gifted students was in the non-transitioning cohort, and these students made up 3.7% of the survey sample. Gifted respondents were *much more likely* to be Active Registrants and much less likely to be Postponers or Opposers than their non-gifted counterparts (see Figure 19).⁹ Gifted respondents were overrepresented in the North and in Vancouver relative to the other four regions.

Figure 19: Distribution of Gifted respondents across Post-secondary Status groups



Source: Where Did They Go? survey and Special Needs (gifted) data from BC Ministry of Education.

7.7 High schools

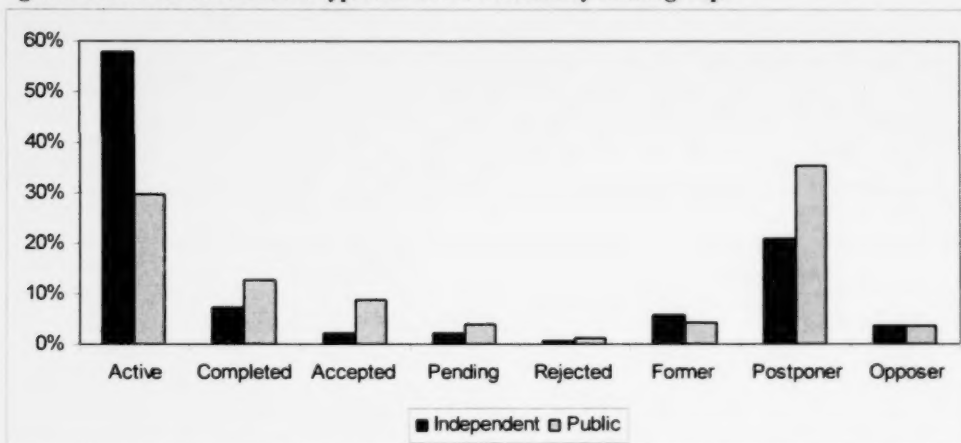
Most of the respondents (89%) graduated from standard public high schools. Of the remaining respondents:

- 189 graduated from independent schools;
- 10 graduated from alternate schools;
- 10 graduated from distance education programs (7 through the public system, 3 through independent schools); and
- 3 graduated from continuing education programs.

The respondents who graduated from independent schools were much more likely than their public school counterparts to be Active Registrants and less likely to be Postponers (see Figure 20). Respondents who graduated from independent schools were primarily from Vancouver, where they made up 23% of the sample, and the Fraser Valley, where they made up 11% of the sample.

⁹ This is consistent with STP findings: gifted BC high school graduates are more likely to transition to public post-secondary education and more likely to enter immediately rather than delay entry to post-secondary education.

Figure 20: Distribution of school types across Post-secondary Status groups



Source: Where Did They Go? survey and school type data from BC Ministry of Education.

8. High School Experiences

Previous research has documented the impact of students' high school experiences on their dispositions toward post-secondary education (e.g., Hamrick & Stage, 1998; Hossler & Stage, 1992; Lambert, Zeman, Allen & Bussière, 2004). In the current study, respondents were asked a number of questions about their high school experiences and their responses revealed clear distinctions between the eight Post-secondary Status groups.

8.1 Active Registrants

Respondents who were actively registered in post-secondary education reported the most positive high school experiences. These respondents were less likely than others to report that their classes were boring (see Table 6). Active Registrants were more likely than other respondents to report that they were motivated students, that they completed their homework on time, and that they had a clear academic direction. Few of these respondents reported difficulty with learning course material or having any failing grades, and most felt that their work was graded fairly and were satisfied with their grades. Active Registrants were less likely than other respondents to have been employed during Grade 12. Most had expected to continue with further education immediately after high school.

Table 6: High school experiences – Active Registrants vs. others

High School Experiences	Active Registrants	All Others
My classes were boring all or most of the time.	10%	16%
I was a motivated student all or most of the time.	66%	49%
I completed my homework on time all or most of the time.	73%	55%
I had a clear academic direction all or most of the time.	65%	46%
I had a difficult time learning course material at least some of the time.	32%	46%
I had some failing grades at least some of the time.	9%	25%
I felt my school work was graded fairly all or most of the time.	89%	81%
I was satisfied with my grades or marks all or most of the time.	77%	61%
I was employed during Grade 12 all or most of the time.	55%	62%
I expected to continue with further education immediately after graduation.	57%	15%

Source: Where Did They Go? survey, questions #1c, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, & 2.

8.2 Completed Registrants

Respondents who had already completed a post-secondary program were somewhat more likely than others to report that their high school classes were boring and they were more likely than others to have been employed during Grade 12 (see Table 7). The majority of Completed Registrants reported that they had expected to take a break after school before continuing with further education, but were slightly less likely to report this belief than were other respondents.

Table 7: High school experiences – Completed Registrants vs. others

High School Experiences	Completed Registrants	All Others
My classes were boring all or most of the time.	18%	14%
I was employed during Grade 12 all or most of the time.	71%	58%
I expected to take a break from school before continuing with further education.	61%	64%

Source: Where Did They Go? survey, questions #1f, 1m, & 2.

8.3 Accepted Applicants

Respondents who had applied for admission but had not yet registered in a post-secondary program were more likely than others to report that their high school classes were academically challenging and rigorous and less likely to report having had failing grades, but they were also less likely to report that they had been motivated students (see Table 8). Most Accepted Applicants had expected to take a break between high school and further education.

Table 8: High school experiences – Accepted Applicants vs. others

High School Experiences	Accepted Applicants	All Others
My classes were academically challenging or rigorous all or most of the time.	51%	45%
I had some failing grades at least some of the time.	16%	20%
I was a motivated student all or most of the time.	50%	55%
I expected to take a break from school before continuing with further education.	84%	61%

Source: Where Did They Go? survey, questions #1e, 1k, 1l, & 2.

8.4 Pending Applicants

Pending Applicants reported a mixture of positive and negative high school experiences: they were more likely than others to report being motivated students and less likely to report that they had a difficult time learning course material, but they were less likely to report that they were satisfied with their grades and less likely to report that they completed their homework on time (see Table 9). The majority of these respondents had expected to take a break before continuing with further education.

Table 9: High school experiences – Pending Applicants vs. others

High School Experiences	Pending Applicants	All Others
I was a motivated student all or most of the time.	60%	54%
I had a difficult time learning course material at least some of the time.	32%	41%
I was satisfied with my grades or marks all or most of the time.	55%	67%
I completed my homework on time all or most of the time.	55%	61%
I expected to take a break from school before continuing with further education.	86%	62%

Source: Where Did They Go? survey, questions #1c, 1g, 1h,, 1l, & 2.

8.5 Rejected Applicants

Rejected applicants were less likely than others to report that they had a difficult time learning course material; otherwise, this group reported relatively negative high school experiences (see Table 10). They were less likely than others to report that they got on well with their teachers, more likely to report that their classes were boring, and less likely to report that they were motivated or that they completed their homework on time. Most Rejected Applicants had been employed during Grade 12 and most had expected to take a break before continuing on with further education.

Table 10: High school experiences – Rejected Applicants vs. others

High School Experiences	Rejected Applicants	All Others
I had a difficult time learning course material at least some of the time.	29%	41%
I got on well with my teachers all or most of the time.	79%	87%
My classes were boring all or most of the time.	25%	14%
I was a motivated student all or most of the time.	42%	55%
I completed my homework on time all or most of the time.	54%	61%
I was employed during Grade 12 all or most of the time.	79%	60%
I expected to take a break from school before continuing with further education.	83%	63%

Source: Where Did They Go? survey, questions #1a, 1c, 1f, 1h., 1l, 1m, & 2.

8.6 Former Registrants

Former Registrants were less likely than others to report that they got on well with their teachers (see Table 11). They were also somewhat less likely than others to report that their school work was graded fairly and less likely to have been employed during Grade 12. The majority of these respondents had expected to pursue further education immediately following high school.

Table 11: High school experiences – Former Registrants vs. others

High School Experiences	Former Registrants	All Others
I got on well with my teachers all or most of the time.	78%	87%
I felt my school work was graded fairly all or most of the time.	79%	84%
I was employed during Grade 12 all or most of the time.	48%	60%
I expected to continue with further education immediately after graduation.	59%	27%

Source: Where Did They Go? survey, questions #1a, 1j, 1m, & 2.

8.7 Postponers

Compared to other respondents, Postponers reported being less likely to complete their homework on time, more likely to have a difficult time learning course material, less likely to have a clear academic direction, and more likely to have failing grades (see Table 12). Postponers were much less likely than other respondents to report that they had expected to continue with further education immediately after graduation from high school.

Table 12: High school experiences – Postponers vs. others

High School Experiences	Postponers	All Others
I completed my homework on time all or most of the time.	52%	66%
I had a difficult time learning course material at least some of the time.	51%	36%
I had a clear academic direction all or most of the time.	42%	57%
I had some failing grades at least some of the time.	30%	15%
I expected to continue with further education immediately after graduation.	5%	41%

Source: Where Did They Go? survey, questions #1c, 1h, 1i, 1k, & 2.

8.8 Opposers

Opposers stand in contrast with other respondents with respect to their high school experiences. Though their responses indicate that most Opposers got on well with their teachers, they were less likely to report these positive relationships than were other respondents (see Table 13). Opposers were less likely than other respondents to report that they were interested in what they were learning and more likely to report that their classes were boring. Opposers reported being less motivated, being less likely to complete their homework on time, and having less academic direction than did other respondents. They were also more likely to report having a difficult time learning course material and having some failing grades than were other respondents. The majority of these respondents did not expect to take any further education after high school.

Table 13: High school experiences – Opposers vs. others

High School Experiences	Opposers	All Others
I got on well with my teachers all or most of the time.	76%	88%
I was interested in what I was learning in class all or most of the time.	38%	52%
My classes were boring all or most of the time.	28%	14%
I was a motivated student all or most of the time.	24%	56%
I completed my homework on time all or most of the time.	36%	62%
I had a clear academic direction all or most of the time.	32%	53%
I had a difficult time learning course material at least some of the time.	58%	40%
I had some failing grades at least some of the time.	35%	19%
I did not expect to take any further education after high school	61%	6%

Source: Where Did They Go? survey, questions #1a, 1b, 1c, 1f, 1h, 1i, 1k, 1l, & 2.

8.9 Regional Variations

Regional variations among respondents' reports of their high school experiences were relatively small, but the response patterns from the North and from Vancouver revealed a number of distinctions between these respondents and those from other regions.

Respondents from the North were less likely than others to say that their classes were academically challenging and more likely to say that their classes were boring; however, they were also more likely to say that they were motivated and had a clear academic direction (see Table 14).

Table 14: High school experiences – Respondents from the North vs. others

High School Experiences	North	All Others
My classes were academically challenging or rigorous all or most of the time.	40%	46%
My classes were boring all or most of the time.	19%	14%
I was a motivated student all or most of the time.	62%	54%
I had a clear academic direction all or most of the time.	57%	52%

Source: Where Did They Go? survey, questions #1e, 1f, 1i, & 1l.

Respondents in Vancouver were more likely to say that they had a difficult time learning course material, but they were also more likely to say that they were satisfied with their grades, less likely to say they had some failing grades, and more likely to believe they would continue on to post-secondary studies immediately after high school. Respondents from Vancouver were less likely than others to be employed during Grade 12 (see Figure 15).

Table 15: High school experiences – Respondents from Vancouver vs. others

High School Experiences	Vancouver	All Others
I had a difficult time learning course material at least some of the time.	46%	40%
I was satisfied with my grades or marks all or most of the time.	70%	65%
I had some failing grades at least some of the time.	14%	20%
I was employed during Grade 12 all or most of the time.	51%	61%
I expected to continue with further education immediately after graduation.	48%	26%

Source: Where Did They Go? survey, questions #1h, 1g, 1k, 1m, & 2.

Respondents from the South East were more likely to be employed than respondents elsewhere (66% vs. 58%). Respondents from the Fraser Valley North reported more difficulty with course material than others (45% vs. 40%) and respondents from the Fraser Valley South were less likely to complete their homework on time (57% vs. 62%). Respondents from Vancouver Island were also less likely than others to complete their homework on time (54% vs. 62%), and they were less likely to report that they had been motivated students (50% vs. 55%).

9. Preparation for Further Education

9.1 Sources of Information about Post-secondary Education

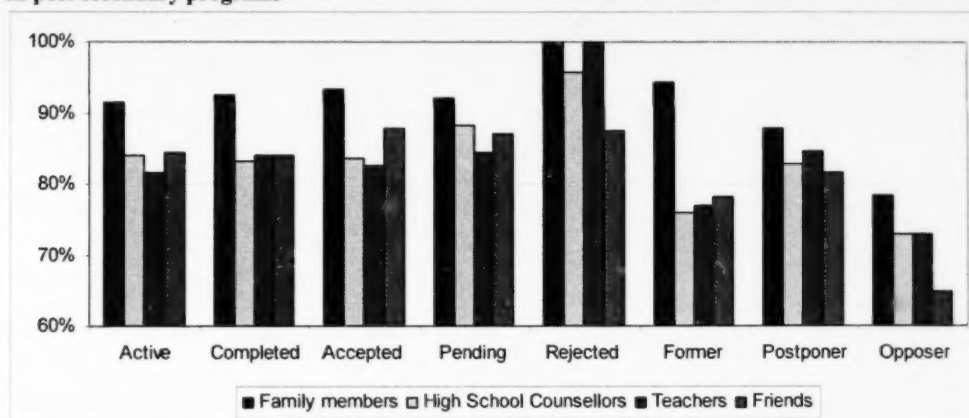
High school students' level of knowledge about post-secondary education has a significant impact on their subsequent decisions to pursue or avoid post-secondary education (British Columbia, 1997; Junor & Usher, 2004; Looker, 2003; Looker and Lowe, 2001). In order to explore the mode of acquisition of such knowledge, respondents were asked about a number of potential sources of information pertaining to their post-secondary options.

The vast majority of respondents (90%) had consulted family members to learn about their post-secondary options. Most respondents also consulted high school counsellors (83%), friends (83%), high school teachers (83%), the websites of post-secondary institutions (69%), printed materials (e.g., brochures; 68%) and media outlets (62%). Of these sources, family members were considered most useful (judged very useful by 53% of users) and media outlets were considered least useful (judged very useful by just 15% of users).

The four most popular sources of post-secondary information were family members, high school counsellors, friends and high school teachers. Opposers were less likely than other respondents to report using any of the sources of information (see Figure 21). Of these

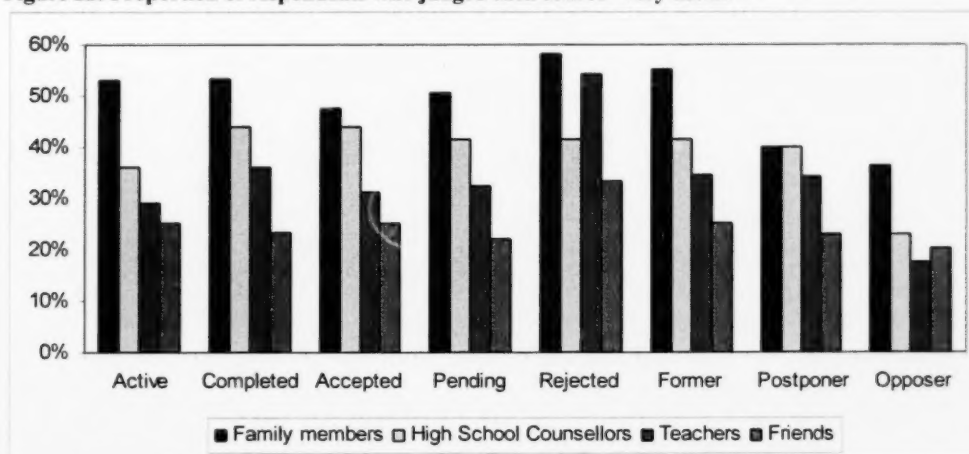
four sources of information, family members were perceived as being the most useful; however, among Postponers, high school counsellors and family members were perceived as being equally useful (see Figure 22).

Figure 21: Proportion of respondents who used each of the four most popular sources of information on post-secondary programs



Source: Where Did They Go? survey, question #3.

Figure 22: Proportion of respondents who judged each source "very useful"



Source: Where Did They Go? survey, question #3.

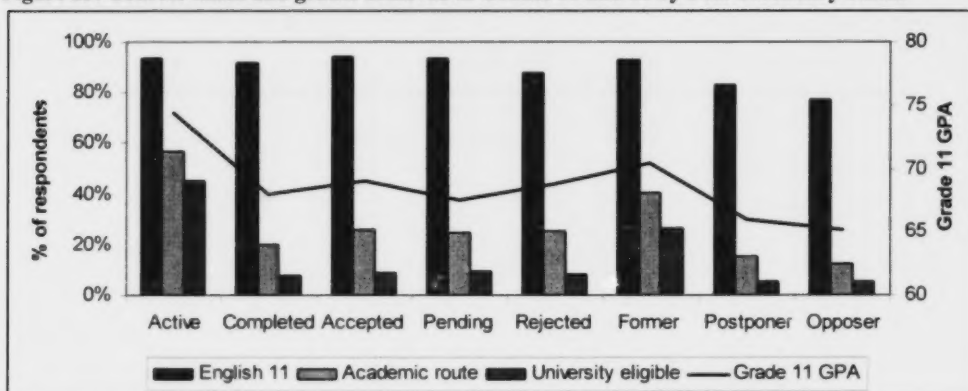
9.2 Courses Taken and Grades Achieved

Analyses of the high school courses they took and the grades they achieved reveal different levels of preparation for further education among respondents in the different Post-secondary Status groups. Overall, 32% of respondents had followed an academic route in Grade 12, taking English 12 and at least three other academic Grade 12 courses, and 12% had achieved "university eligible" academic grade point averages (GPAs) of at least 75% in these courses. Most of these respondents were clustered in the Active Registrant group: 56% of Active Registrants had pursued an academic route and 45% had

achieved university eligible academic GPAs. Far fewer of the respondents in the other five Post-secondary Status groups followed an academic route or achieved a university eligible GPA (see Figure 23).

There is evidence that these group differences begin to emerge by Grade 11. Although most respondents took English 11 (which is normally a prerequisite for English 12), Postponers and Opposers were less likely than others to take English 11. These differences are mirrored by the grades respondents achieved in their Grade 11 language arts and mathematics courses: Active Registrants had the highest average grades, while Opposers and Postponers had the lowest (see Figure 23).

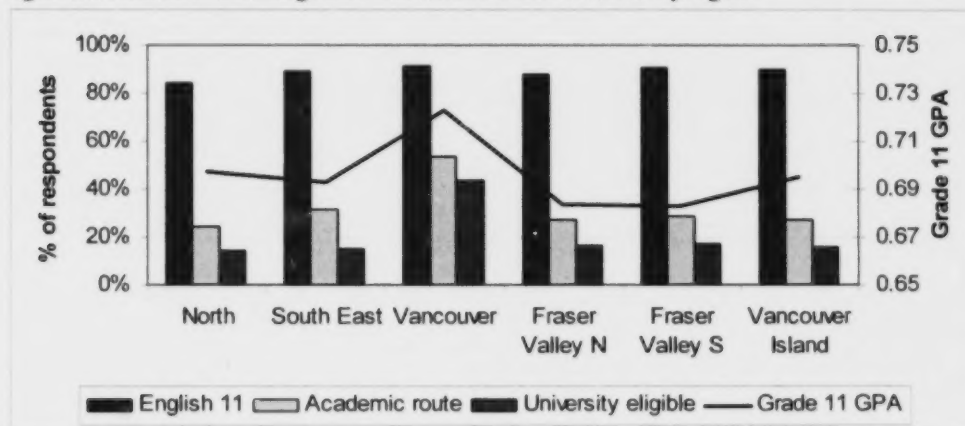
Figure 23: Courses taken and grades achieved in Grades 11 and 12 by Post-Secondary Status



Source: Where Did They Go? survey and course/grade data from BC Ministry of Education.

Across the six regions, respondents show different levels of preparedness for post-secondary studies. Over 50% of respondents from Vancouver followed an academic route in Grade 12 and 43% achieved university eligible GPAs in their academic courses. Only 28% of students elsewhere followed an academic route and fewer than 20% achieved university eligible GPAs. Vancouver respondents were also more likely to have taken English 11 and their average grades from Grade 11 language arts and mathematics were significantly higher than those of other respondents (see Figure 24).

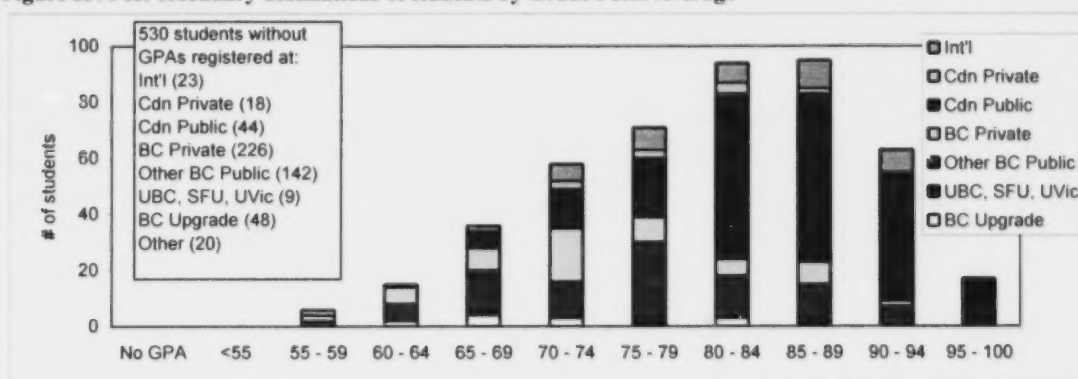
Figure 24: Courses taken and grades achieved in Grades 11 and 12 by region



Source: Where Did They Go? survey and geographic and course/grade data from BC Ministry of Education.

Among Active Registrants, courses taken during high school and grades achieved had a significant impact on respondents' post-secondary destinations. Students pursuing their studies at public Canadian post-secondary institutions outside of BC generally had GPAs of at least 80%, while students at private post-secondary institutions generally had not taken an academic route through high school (and did not have an academic GPA; see Figure 25).¹⁰

Figure 25: Post-secondary destinations of students by Grade Point Average



Source: Where Did They Go? survey, questions #16, 17 and grade data from BC Ministry of Education.

10. Current Activities

The majority of respondents (78%) indicated that they were currently employed; however, only about half (53%) considered this their main activity in the six months

¹⁰ This is consistent with findings from STP data linked to Passport to Education and StudentAid data.

preceding the survey. Respondents' current activities and their level of satisfaction with this activity varied substantially across Post-secondary Status groups.

10.1 Active Registrants

The majority of Active Registrants were either going to school full-time (63%) or splitting their time between school and work (18%). These respondents were relatively stable in their current situations and were less likely than other respondents to believe that their main activity would change within the next year (see Figure 26). As most Active Registrants were primarily students, they were less likely to be employed, worked fewer hours, and had lower hourly wages than other respondents (see Figure 27). Employed Active Registrants were less likely than others to be working in the skilled trades and more likely to be working as bar or restaurant staff (excluding chefs/cooks) or as retail salespersons, clerks, or cashiers (see Figure 28).¹¹ Satisfaction with their current main activity was quite high among Active Registrants (see Figure 26).

10.2 Completed Registrants

The majority (57%) of Completed Registrants were working full-time; however, over a quarter (27%) reported that they were going to school full-time or splitting their time between school and work. Nearly one-third of Completed Registrants expected that their main activity would change within a year. The majority of Completed Registrants were employed and working full-time, though only about half were earning 13 or more dollars per hour. Nearly one-quarter of those employed were working in the skilled trades. Completed Registrant respondents were somewhat less satisfied than others with their current main activity.

10.3 Accepted Applicants

Most Accepted Applicants (81%) indicated that their main activity involved working full-time, but the majority (55%) expected that to change within the next year.

10.4 Pending Applicants

Most Pending Applicants (77%) were working full-time. A larger proportion of this group than any other was working in unskilled labour positions. These respondents were more likely than any other group to indicate that their main activity would change within the next year.

10.5 Rejected Applicants

Most Rejected Applicants (79%) were working full-time, but over half expected their main activity to change within the next year. These respondents were least likely to be

¹¹ See Appendix D for details of occupational categories.

working in the skilled trades and most likely to be working in retail positions. They expressed the lowest levels of satisfaction of any group.

10.6 Former Registrants

Most Former Registrants were employed, but just 55% considered this their main activity. Satisfaction levels were quite low among this group and nearly half expected their main activity to change within the next year.

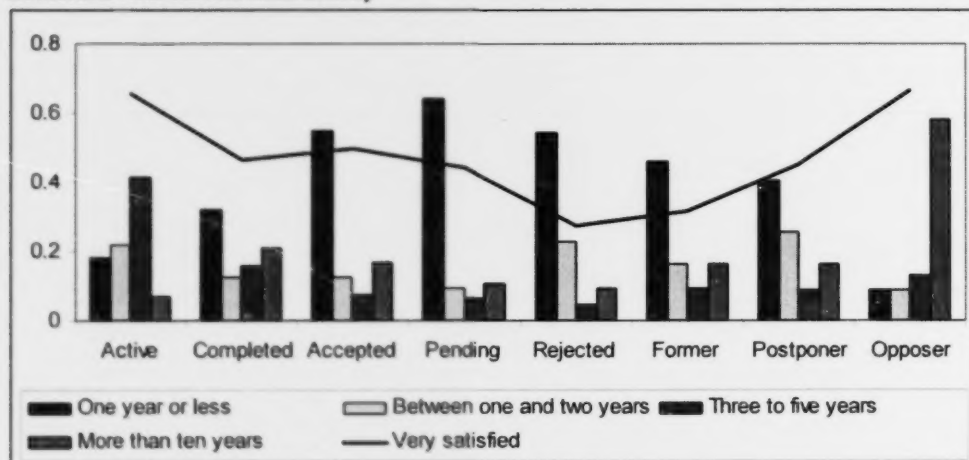
10.7 Postponers

Postponers tended to be employed full-time (78%), but they earned lower wages than any group except the Active Registrants. They were less likely than others to be employed in the skilled trades and their satisfaction levels were not especially high; 40% expected their main activity to change within the next year and another 25% expected a change within two years.

10.8 Opposers

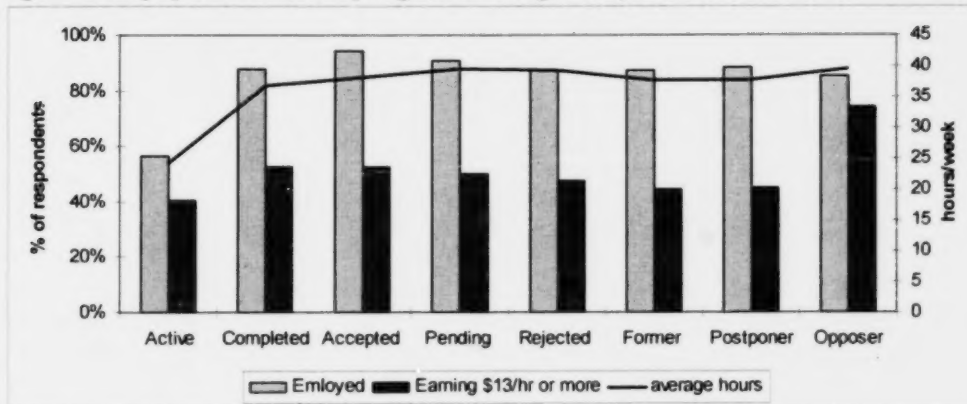
The majority of Opposers (72%) reported that they were working full-time. Among those who were employed, 24% were working in the skilled trades. Opposers expressed the highest levels of satisfaction of any Post-secondary Status group. They also earned the highest wages and were the least likely of any group to expect an imminent change in their main activity: over half (56%) expected to be doing the same thing for at least another ten years.

Figure 26: How long respondents expect to be engaged in their current main activity and levels of satisfaction with current main activity



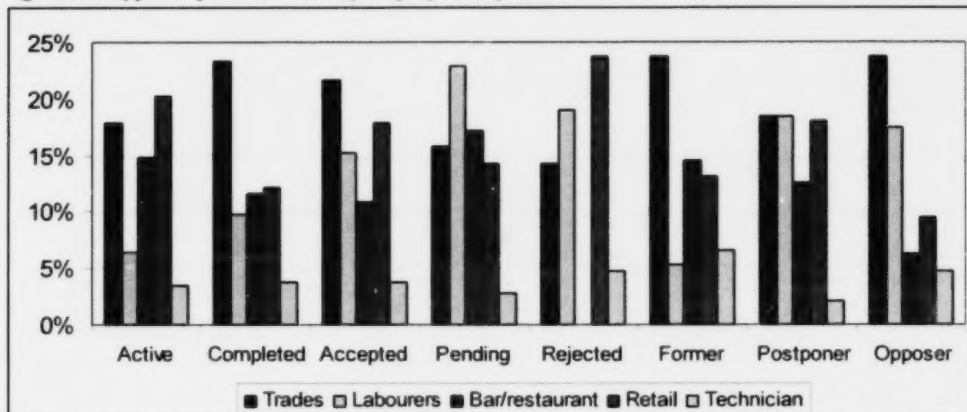
Source: Where Did They Go? survey, questions #7 & 8.

Figure 27: Employment rates, hourly wages, and average weekly hours



Source: Where Did They Go? survey, questions # 9, 10 & 13.

Figure 28: Types of positions held by employed respondents

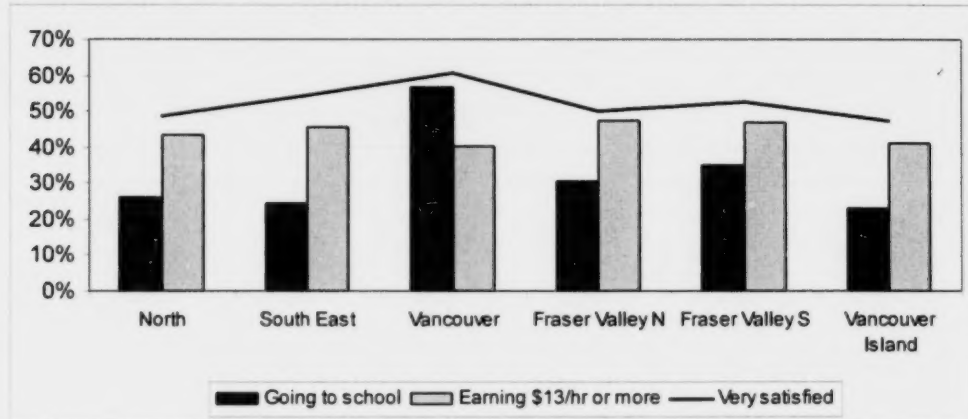


Source: Where Did They Go? survey, question #11.

Note: 33% of employed respondents were employed in positions that fall outside of these five categories. See Appendix D for further details.

There were some regional variations in respondents' reports of their main activities. In Vancouver, respondents were much more likely than elsewhere to indicate that their main activity included going to school (either full-time, part-time, or combined with working). As a consequence, Vancouver respondents were less likely than others to be earning at least \$13 per hour, but they nonetheless expressed higher levels of satisfaction with their current main activity (see Figure 29).

Figure 29: Current main activity, hourly wages, and levels of satisfaction

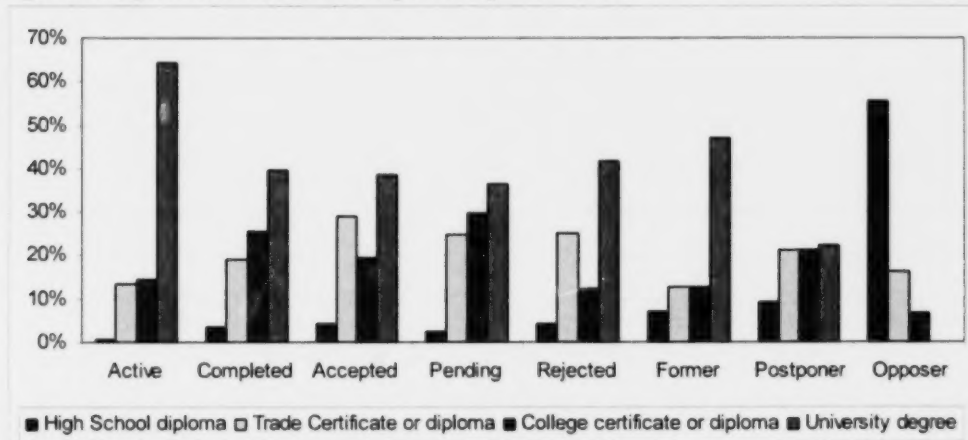


Source: Where Did They Go? survey, questions #6, 7, & 13.

11. Aspirations and Plans

Very few of the respondents (fewer than 7%) expected to limit their educational credentials to a high school diploma. The majority of Active Registrants and a significant proportion of Completed Registrants, Accepted Applicants, Pending Applicants, and Rejected Applicants expected to complete a university degree (see Figure 30). Opposers stood apart from this trend: more than half expected that a high school diploma would be their highest level of educational attainment and none expected to complete a university degree.

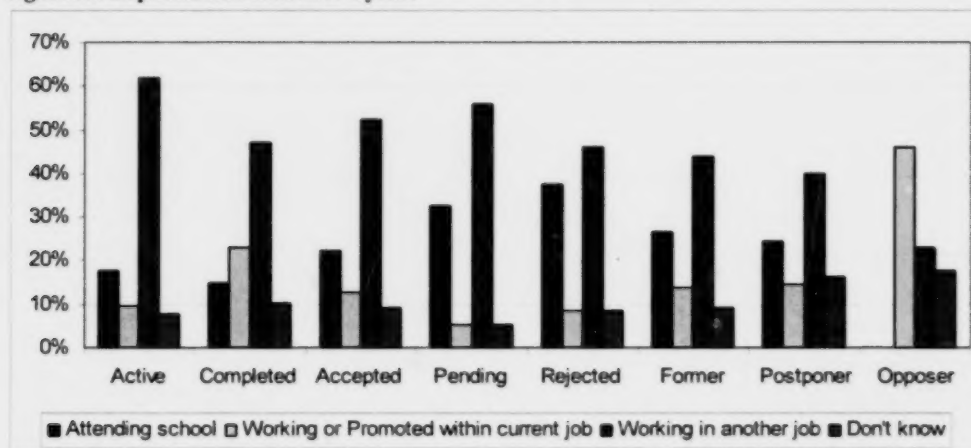
Figure 30: Highest level of education respondents plan to achieve



Source: Where Did They Go? survey, question #15a.

When asked what they expected to be doing in five years, nearly half of all respondents (49%) anticipated working in a different job. Except among Opposers, very few respondents expected to be working within the same job (see Figure 31). Just over 20% of respondents expected to be attending school; this was true for nearly 40% of Rejected Applicants, while none of the Opposers expected to be attending school.

Figure 31: Expected activities in five years



Source: Where Did They Go? survey, question #14.

12. Reasons for Delaying, Opting out of, Leaving, and Returning to Further Education

Respondents were asked about a number of potential reasons for delaying or opting out of post-secondary education. Opposers tended to endorse more of these reasons than anyone else: on average, Opposers strongly agreed with 4.3 of the 12 possible reasons, while Postponers strongly agreed with 2.6. Accepted Applicants strongly agreed with 2 and the remaining respondents strongly agreed with fewer than 2.

Among Unregistered Applicants, Former Applicants & Registrants, and Postponers, the top two reasons for delaying or opting out of post-secondary education included a preference for earning money and concerns about the cost of post-secondary education—these issues were of particular concern among Postponers (see Table 16; Active Registrants and Completed Registrants were excluded from these analyses as they had generally not delayed or opted out of post-secondary education). While Opposers also preferred to earn money than pursue further studies, they were less likely than others to be concerned about the cost of post-secondary education and much more likely to indicate that they were doing well without further education and that they do not enjoy school.

Table 16: Proportion of respondents who strongly agreed with reasons for delaying or opting out of further education

	Accepted	Pending	Rejected	Former	Postponers	Opposers
I want to earn money right now.	55%	47%	50%	42%	61%	65%
I am concerned about paying for my education.	33%	35%	46%	35%	41%	23%
I seem to be doing well without further education.	20%	9%	8%	9%	20%	78%
I do not enjoy school.	5%	0%	4%	11%	8%	43%

Source: Where Did They Go? survey, question #34.

Respondents showed little regional variation in their reasons for delaying or opting out of post-secondary education. In all regions, the most frequently cited reason was "I want to earn money right now." Vancouverites were less likely than others to strongly agree with this reason. In all regions except Vancouver, the second most frequently cited reason was "I am concerned about paying for my education." In Vancouver, respondents were slightly more likely to select "I want a break from school."

Respondents were also asked about factors that would influence their decisions to pursue post-secondary education in the future. Of the eight options they were given, respondents were most likely to choose "financial resources". Over 40% of respondents indicated that this factor would have an impact on their future decisions regarding post-secondary education—except among Opposers where only 15% indicated that financial resources would be a significant factor (see Table 17). Rejected Applicants were more concerned than others about upgrading their qualifications as well as program availability and accessibility. Opposers were primarily concerned that pursuing post-secondary studies would not be worth the effort, and nearly one-third did not know what might influence their decisions to pursue post-secondary education in the future.

Table 17: Top 5 factors that would make a difference in future post-secondary decisions

	Accepted	Pending	Rejected	Former	Postponer	Opposer
Financial resources	42%	44%	44%	41%	41%	15%
Upgrading qualifications	13%	14%	21%	12%	13%	8%
If preferred program was available closer to home	8%	8%	13%	11%	8%	4%
Easy access to the program	11%	7%	17%	8%	7%	3%
If it was worth my while	15%	10%	0%	20%	16%	22%
Don't know	16%	20%	17%	12%	18%	30%
Other	18%	16%	17%	29%	18%	19%

Source: Where Did They Go? survey, question #34a.

A number of respondents volunteered additional factors that would influence their future decisions to pursue post-secondary education (see Table 18). Among most respondents (particularly Postponers), the most frequent type of response involved indecision regarding career and educational goals; however, among Opposers, the most frequent type of response involved interest (or lack thereof) in post-secondary studies.

Table 18: Detailed factors that would make a difference in decisions to pursue post-secondary education in the future

Response Type	% of responses	Examples
Undecided about future plans	35%	<ul style="list-style-type: none"> ▪ I'm still making up my mind about what to do. ▪ I do not know what program I want to do.
Family	11%	<ul style="list-style-type: none"> ▪ Family obligations need to be taken care of. ▪ Influence and support of family.
Lack of interest/motivation	11%	<ul style="list-style-type: none"> ▪ I am just not interested at this point. ▪ I am not motivated to take further schooling.
Competing interests	10%	<ul style="list-style-type: none"> ▪ Hockey is keeping me busy. ▪ I am more interested in travelling.
PSE as a backup plan	7%	<ul style="list-style-type: none"> ▪ If I got injured and needed to go into another field I would consider going back. ▪ If I lost my job I'd probably go back.
Time	6%	<ul style="list-style-type: none"> ▪ If I had the time. ▪ The course takes a long time.
Structural barriers	5%	<ul style="list-style-type: none"> ▪ I need to sort out housing. ▪ I need a car or cheaper transit fares.

Lack of information	4%	<ul style="list-style-type: none"> ▪ It would help if I knew more about the courses. ▪ I would like some insight from graduates.
Program options	4%	<ul style="list-style-type: none"> ▪ If there were courses in my chosen career. ▪ If my preferred program was available full-time.
Health	3%	<ul style="list-style-type: none"> ▪ If I am healthy I will return to school. ▪ My surgeries delayed me.
Perceived lack of ability	2%	<ul style="list-style-type: none"> ▪ I would have to pass the entrance test. ▪ My spelling is impossible.
Uncertain outcome	1%	<ul style="list-style-type: none"> ▪ I'm scared I won't get a job after completing my education. ▪ I live in a small town and there are few jobs with or without an education.
Role models	1%	<ul style="list-style-type: none"> ▪ Having others around me with the same education goals. ▪ Seeing family who have gone on before me to see how satisfied they are.

Source: Where Did They Go? survey, question #34a.

Among Postponers, many indicated that financial reasons had kept them from applying to a post-secondary program, but most were simply undecided or not yet ready to commit to a post-secondary pathway (see Table 19).

Table 19: Reasons for delaying application to a post-secondary institution among Postponers

Reason	Proportion of Postponers
Unsure or not ready	37%
No time, prefer working	20%
Financial reasons	19%
Missing prerequisites	4%
Other	21%

Source: Where Did They Go? survey, question #30.

Among Accepted Applicants the main reasons for delaying their studies were structural: either their program had not started yet or they were on a waiting list. A number also had financial reasons or had simply changed their minds or opted to keep working (see Table 20).

Table 20: Reasons for not registering after admission was granted among Accepted Applicants

Reason	Proportion of Accepted Applicants
Program not started yet or on waiting list	56%
Changed mind	14%
Financial reasons	10%
Working	2%
Other	18%

Source: Where Did They Go? survey, question #29.

Among Former Registrants, fewer than one-third (31%) intended to resume their studies at some point. Another 11% were undecided and the rest did not intend to pursue further post-secondary studies. A small number of Former Registrants had left because of financial, health, or family issues, but most had dropped out because of academic difficulties or because they wanted to change programs or institutions (see Table 21).

Table 21: Reasons for leaving post-secondary studies before program completion among Former Registrants

Reason	Proportion of Former Registrants
Dropped out, academic difficulty	38%
Financial, health or family issues	20%
Changed institution or program	18%
Other	24%

Source: Where Did They Go? survey, question #23.

13. Low Transition Rates among Demographic Sub-groups

Just over half of the 2005/06 graduating cohort had transitioned to a public post-secondary institution within one year of graduation; however, transition rates were significantly lower for some demographic sub-groups. While data from all graduates (i.e., those who transitioned to public post-secondary institutions as well as those who did not) would be required for a full exploration of differences in transition rates across demographic groups, the current study does shed some light on the factors underlying these differences.

13.1 Male Transition Rates

Among male high school graduates, 48% had transitioned to a public post-secondary institution while 53% of female graduates had done so. The survey data suggest a number of possible explanations for this gender difference.

Based on their high school experiences, female respondents appear to have been more engaged in their studies. Male respondents were much less likely to report that they were motivated students or that they completed their homework assignments on time. Male respondents were also less likely to report that they were interested in what they were learning or that they had a clear academic direction (see Table 22).

Table 22: High school experiences – female vs. male respondents

High School Experiences	Female	Male
I completed my homework on time all or most of the time	72%	52%
I was a motivated student all or most of the time	63%	48%
I had a clear academic direction all or most of the time	57%	48%
I was interested in what I was learning all or most of the time	55%	48%

Source: Where Did They Go? survey, questions #1b, 1c, 1i, & 1l.

High school grades among female respondents were generally higher than among male respondents. As well, female respondents were more likely to have followed an academic route through high school and more likely to have a university eligible GPA (see Table 23).

Table 23: High school GPAs – female vs. male respondents

High School Grade Point Averages	Female	Male
Mean Academic GPA	79%	77%
Proportion that pursued an academic route	38%	27%
Proportion with a University Eligible GPA	26%	15%

Source: Where Did They Go? survey and gender, course and grade data from BC Ministry of Education.

Differences in educational aspirations may explain some proportion of the gender gap in post-secondary transition rates. Female respondents had higher educational aspirations than their male counterparts: while nearly half (49%) of female respondents expected to complete an undergraduate, graduate or professional degree, this was true for only one-third (33%) of males. As well, nearly one-third (30%) of males hoped to complete a trades certificate or diploma, compared to only 5% of female respondents.

For students wishing to pursue trades training, training and education pathways do not necessarily include enrolment at a post-secondary institution. Trades trainees can enter apprenticeship training by first completing a foundation program at a post-secondary institution, but this is not mandatory: employers can hire apprentices without any prior formal training. Thus, stronger male interest in trades training, which is not tightly associated with post-secondary education, may explain some degree of the gender difference in post-secondary participation.

13.2 Regional Variations in Post-Secondary Transition Rates

High school graduates from regions outside of Vancouver and the Fraser Valley were less likely to transition immediately to post-secondary studies (see Table 24).

Table 24: Post-secondary transition rates across regions

Region	Transition Rates ¹
Low transition regions	42%
North	45%
Vancouver Island	44%
Southeast	40%
High transition regions	57%
Vancouver	61%
South Fraser Valley	57%
North Fraser Valley	53%

Source: Student Transitions Project Data.

¹Transition to a public post-secondary institution in BC within one year of graduation.

Graduates from the low transition regions reported high school experiences very similar to those from the high transition regions, except with respect to employment during high school. Half (50%) of graduates from the low transition regions reported working all the time during Grade 12, compared with 42% for graduates from the high transition regions.

High school students who work—especially those who work more than 20 hours per week—are less likely to pursue post-secondary studies (Carr, Wright & Brody, 1996). Therefore, regional variations in high school employment rates may account for some of the regional variations in post-secondary transition rates.

Differences in high school grades may also explain some of the regional variations in post-secondary transition rates. The average academic GPA was higher among respondents from the high transition regions (see Table 25). As well, larger proportions of students from the high transition regions had followed an academic route through high school and had achieved university eligible GPAs.

Table 25: High school GPAs – high vs. low transition regions

High School Grade Point Averages	High Trans. Regions	Low Trans. Regions
Mean Academic GPA	79%	77%
Proportion that pursued an academic route	35%	29%
Proportion with a University Eligible GPA	24%	15%

Source: Where Did They Go? survey, and geographic, course and grade data from BC Ministry of Education.

Although graduates from high and low transition regions were equally likely to indicate that further education is important to them (84% in low transition regions vs. 86% in high), there was some regional variation in educational aspirations. In the high transition regions, 44% of graduates aspired to a university degree, compared to only 36% in the low transition regions (possibly because there are fewer degree granting post-secondary institutions in the low transition regions). As well, interest in trades certification was somewhat higher in the low transition regions (21% vs. 17% in high transition regions).

When asked about their reasons for delaying or opting out of post-secondary studies, graduates from low transition regions expressed somewhat more interest in earning money and slightly more concern about paying for post-secondary studies (see Table 26). However, when asked about factors that would influence their future decisions about post-secondary studies, similar proportions of graduates from high and low transition regions indicated that financial resources would be a factor.

Table 26: Reasons for delaying or opting out of post-secondary studies

Reason	High Trans. Regions	Low Trans. Regions
I want to earn money right now (strongly agree)	56%	61%
I am concerned about paying for my education (strongly agree)	34%	38%
Financial resources would make a difference in future decisions	39%	41%

Source: Where Did They Go? survey, questions #34, 34a and geographic data from BC Ministry of Education.

13.3 Aboriginal Transition Rates¹²

While just over half (52%) of non-Aboriginal high school graduates had transitioned to a public post-secondary institution within one year of graduation, just 35% of Aboriginal graduates had done so. Research conducted by the STP indicates that a lower percentage of Aboriginal graduates make an immediate entry to public post-secondary institutions in BC (42% vs. 51% for non-Aboriginal graduates). However, five years after graduation the cumulative transition rates are nearly equal (69% vs. 72%; Heslop, 2008b).

Respondents' reports of their high school experiences do little to shed light on the differences in transition rates: while Aboriginal graduates were more likely to report that they had received failing grades (62% at least sometimes vs. 41% among non-Aboriginals), they reported being just as engaged and motivated as non-Aboriginal students. Grades were generally lower among Aboriginal graduates than among non-Aboriginals, and Aboriginal graduates were less likely to have followed an academic route through high school or achieved university eligible GPAs (see Table 27).

Table 27: High school GPAs – Aboriginal vs. Non-Aboriginal respondents

High School Grade Point Averages	non-Aboriginal	Aboriginal
Mean Academic GPA	79%	77%
Proportion that pursued an academic route	38%	27%
Proportion with a University Eligible GPA	26%	15%

Source: Where Did They Go? survey and Aboriginal identity, course and grade data from BC Ministry of Education.

Some of the differences in post-secondary transition rates between Aboriginal and non-Aboriginal high school graduates may be attributable to differences in educational aspirations. When asked about the highest level of education they plan to achieve, Aboriginal respondents were more likely to be unclear about their aspirations (see Table 28). As well, Aboriginal respondents were less likely to indicate that they plan to achieve a university credential, though somewhat more likely to aspire to a college diploma.

Table 28: Educational aspiration – Aboriginal vs. non-Aboriginal respondents

Level of Education	Aboriginal	Non-Aboriginal
Unclear (don't know, no answer, other)	21%	15%
College diploma or certificate	23%	19%
University degree (undergraduate, graduate, professional)	27%	41%

Source: Where Did They Go? survey, questions #15a and Aboriginal identity data from BC Ministry of Education.

Aboriginal and non-Aboriginal respondents were equally likely (85% in both cases) to indicate that further education is important to them. Among those who have not taken any further education since high school, 78% of Aboriginal and 74% of non-Aboriginal respondents had seriously considered enrolling in further education. Aboriginal graduates express somewhat less urgency with respect to carrying out plans for further education:

¹² Differences between Aboriginal and non-Aboriginal response patterns should be interpreted with caution, given the small number of Aboriginal respondents in the survey sample.

70% of Aboriginal respondents expected to apply for post-secondary admission within the next two years, compared with 83% of non-Aboriginal respondents.

Aboriginal and non-Aboriginal respondents express similar reasons for delaying or opting out of post-secondary education. The two primary reasons expressed by both groups involve a desire to earn money and financial concerns (see Table 29). Aboriginal respondents were no more concerned about finances than their non-Aboriginal counterparts, and they were less likely to indicate that financial resources would make a difference in their decisions to pursue further education.

Table 29: Reasons for delaying or opting out of post-secondary education – Aboriginal vs. non-Aboriginal respondents

Reason	Aboriginal	Non-Aboriginal
I want to earn money right now (strongly agree)	56%	59%
I am concerned about paying for my education (strongly agree)	33%	36%
Financial resources would make a difference in future decisions	32%	40%

Source: Where Did They Go? survey, questions #34, 34a and Aboriginal identity data from BC Ministry of Education.

13.4 Graduates who did not Pursue an Academic Route Through High School

Transition rates were particularly low among graduates who had not followed an academic route through high school—taking English 12 and at least three more academic Grade 12 courses. Across the province, the overall transition rate for high school graduates who did not follow an academic route was 36% (compared to 68% for those who did). Respondents who did not follow an academic route through high school made up 68% of the current sample of respondents.

Respondents who did not follow an academic route reported less positive high school experiences relative to their counterparts. Non-academic respondents appear to have been less engaged in their high school studies; they reported being less interested, motivated, and goal directed in their studies; they were more likely to have had learning difficulties and less likely to complete their assignments on time; they were more likely to have had failing grades and were less satisfied with their grades; and they were much more likely to have been employed. Respondents who did not follow an academic route were also much less likely to report that they expected to proceed to post-secondary studies immediately after high school (see Table 30).

Table 30: High school experiences – graduates who did not follow an academic route vs. all others

High School Experiences	Non-academic route	Academic route
I was interested in what I was learning in class all or most of the time.	48%	57%
My classes were boring all or most of the time.	17%	8%
I was a motivated student all or most of the time.	48%	69%
I had a clear academic direction all or most of the time.	47%	63%
I had a difficult time learning course material at least some of the time.	46%	30%
I completed my homework on time all or most of the time.	54%	77%
I had some failing grades at least some of the time.	27%	5%
I was satisfied with my grades all or most of the time	60%	79%
I was employed during Grade 12 all or most of the time.	65%	49%
I expected to continue with further education immediately after graduation.	16%	55%

Source: Where Did They Go? survey, questions #1b, 1c, 1f, 1g, 1h, 1i, 1k, 1l, 1m, 2 and course data from BC Ministry of Education.

Although respondents who did not follow an academic route were less likely to indicate that further education is important to them (82% vs. 92% for those with an academic GPA), the majority of both groups believed this to be true and expected to pursue further education. While the majority (69%) of respondents who followed an academic route intended to pursue a university degree, this was true for only a minority (27%) of those who did not follow an academic route. This group, however, expressed much greater interest in trades certification (24% vs. 7% for academic route respondents). Given that trades training does not necessarily involve registration at a post-secondary institution, this may account in part for lower transition rates among high school graduates who had not followed an academic route through high school.

Respondents who did not follow an academic route through high school were more likely to indicate that earning money and financial concerns were among their reasons for delaying or opting out of further education. Financial resources were also cited as a factor influencing future decisions regarding post-secondary studies, but this was equally true for those with and without an academic GPA (40% in both cases).

13.5 Graduates from Independent Schools

Across the province, graduates from independent secondary schools had somewhat lower post-secondary transition rates when only public post-secondary institutions were considered. In the current sample, however, respondents from independent schools were much more likely than their public school counterparts to be Active Registrants.

An examination of post-secondary destinations suggests that independent school graduates make quite different choices than public school graduates. Relatively few independent school graduates were attending private institutions in BC, while many of

them were studying at out-of-province institutions.¹³ As well, a significant proportion of independent school graduates had chosen Trinity Western University (see Table 31).

Table 31: Post-secondary destinations of independent and public school graduates

Post-secondary Destinations	Independent	Public
Canadian post-secondary institutions	41%	28%
American/overseas post-secondary institutions	15%	5%
Trinity Western University	15%	3%
Other BC private post-secondary institution	15%	31%

Source: Where Did They Go? survey, question #17 and school type data from BC Ministry of Education.

Among respondents who were pursuing post-secondary studies, reasons for choosing their particular post-secondary institutions differed across graduates of independent and public high schools. Independent school graduates were much more likely to base their choices on the institution's reputation or on religious reasons, while they were less likely to consider proximity or availability of programs (see Table 32). Financial considerations (including scholarships) were also less important to independent school graduates.

Table 32: Reasons for choosing post-secondary institutions

Reason	Independent	Public
Reputation	31%	17%
Religious reasons	11%	1%
Financial considerations	5%	12%
Availability of program	8%	15%
Proximity	3%	12%

Source: Where Did They Go? survey, question #21 and school type data from BC Ministry of Education.

14. Increasing the Proportion of BC High School Graduates who Apply to Post-secondary Institutions in BC

For post-secondary institutions in BC, the greatest potential for attracting applications from a larger proportion of BC high school graduates lies with two subgroups of these graduates: those who have never applied for admission to a post-secondary institution and those who leave the province to pursue their post-secondary studies.

¹³ This is consistent with STP findings. When STP data are linked to Passport to Education and StudentAid data, results reveal that independent school graduates (especially those with high GPAs) are more likely to leave the province to pursue post-secondary studies.

14.1 Graduates who have Never Applied for Post-secondary Studies

Two groups of high school graduates who have never applied for post-secondary studies have already been described: Opposers and Postponers. Opposers show little immediate interest in pursuing post-secondary studies and represent very few students; however, among the large group of Postponers there is substantial appetite for further education.

Among Postponers, 59% indicated that they planned to apply for admission to a post-secondary program within the next two years: 33% within the next year and 26% in one to two years. A large proportion (44%) of these potential applicants were considering public post-secondary institutions in BC; about one-third (36%) did not have a particular post-secondary institution in mind; another 8% were considering more than one institution; 5% were considering private post-secondary institutions in BC; and another 5% were considering institutions outside of BC.

Likely program choices among these potential candidates were quite diverse, but a large number (28%) expressed interest in pursuing trades training. The literature on trades and apprenticeship training suggests that there is significant opportunity for post-secondary institutions to play a larger role in recruiting and retaining students in trades training. For example, BC post-secondary institutions currently play a very small role in young people's decisions to enter the trades. The 2007 National Apprenticeship Survey revealed that contact with people knowledgeable about the trades is the single most important factor influencing apprentices' choice of a trade. While nearly half (46%) of apprentices in BC report that knowledgeable others influenced their decisions and nearly one-third report that their decisions were influenced by prior work experience, far fewer (15%) report that their decisions were influenced by their high school or post-secondary studies (Ménard, Chan & Walker, 2008). Clearly there is room for post-secondary institutions to exert greater influence over young people's decisions to enter the trades.

Post-secondary institutions can also play a larger role in developing training pathways into the trades. A recent Conference Board of Canada report on the skilled trades highlights a number of barriers encountered by youth attempting to find their way into the skilled trades (Conference Board of Canada, 2002). One of the largest barriers is a "lack of effective articulation between education, apprenticeship systems, and the skilled trades workplace" (p. 9). Post-secondary institutions can contribute to addressing this barrier.

14.2 Graduates Who Leave the Province to Pursue Post-secondary Studies

Sixteen percent of the survey sample had left the province to pursue post-secondary studies. Students pursuing their studies at public Canadian post-secondary institutions outside BC generally had GPAs of at least 80%. These students reported a wide range of reasons for choosing the post-secondary institutions they attended. Only one reason was reported with any frequency: 30% of students who left the province reported that their choice was based on the reputation of the school or a recommendation made to them. This reason is reflected by the large number of students who left the province to attend

well known universities across Canada. For example, nine well-known Canadian universities attracted 46% of the students who left the province (see Table 33).

Table 33: Primary destinations of high school graduates who pursued post-secondary studies outside of BC

Institution	Proportion of all students who left the province
University of Calgary	10%
McGill	9%
University of Alberta	8%
Queens	5%
University of Toronto	5%
Waterloo	4%
Western	4%
Dalhousie	2%
York	1%

Source: Where Did They Go? survey, question #17.

Overall, 79% of students who left the province pursued undergraduate studies in programs that are readily available at post-secondary institutions in BC. Only a small number (9%) of students who left the province indicated that they did so for reasons of program availability. Most, if not all, of the programs these students enrolled in are available in BC. In short, it is unlikely that BC post-secondary institutions can expect to retain many of the students by offering a wider selection of programs.

In some cases, however, offering a wider selection of programs may be effective. A surprising number of students (14% of those who left the province) went to colleges or institutes in Alberta. Almost all of these students (87%) were from the North or the South East, and their reasons for leaving the province suggest that they are (or perceive themselves to be) underserved by the college services available in those regions. Whereas among the general population of students who left the province to pursue post-secondary studies, the most frequently reported reason for doing so was school reputation, the two most frequently reported reasons among the subset who left to attend a college in Alberta were availability of programs and proximity. Thus, colleges in the North and South East regions that wish to attract students who would otherwise leave the province may need to consider strategies for delivering a larger number of programs to their local student populations.

15. Conclusions

The data derived from the Where Did They Go? survey of 2005/06 BC high school graduates who did not transition into BC public post-secondary education by the end of the fall term of 2007 provide new information about post-secondary pathways in BC.

Of the 2,018 survey respondents, most of the graduates remained attached to the educational system and were pursuing or intending to pursue further education:

- 49% were registered in a post-secondary program;
- 13% had applied; and
- 20% intended to apply within the next two years.

Of those who registered at post-secondary institutions, most had successfully persisted in their studies:

- 25% had completed their program;
- 66% remained actively registered; and
- 9% had left their program before completion.

Most respondents stayed or intended to stay in BC while pursuing further education: just 12% of those intending to apply were considering out-of-province post-secondary institutions and 37% of those registered were at out-of-province institutions. Many of the out-of-province registrants were high achieving students: 69% of respondents with an academic GPA of at least 80% were registered at post-secondary institutions outside of BC. Students with lower GPAs were more likely to be found in BC private post-secondary institutions.

Low post-secondary transition rates were observed among specific demographic sub-groups, including: males; respondents from the North, Southeast, and Vancouver Island; Aboriginal graduates; and those who did not follow an academic route through high school. Many of the respondents within these groups expressed interest in trades training: efforts to clarify post-secondary pathways leading into the trades may succeed in increasing the transition rates among these groups.

Appendix A: Overview of Results

A.1 Transitions to Post-secondary Education

A total of 2,018 respondents were surveyed between February 22, 2008 and March 31, 2008. Respondents were sampled from a list provided by the Ministry of Education containing the names and last known addresses for all youth graduating during the 2005/2006 school year who had not transitioned to a BC public post-secondary institution by the end of the fall term of 2007. The sample did not include individuals who had completed an Adult Dogwood.

Combining the survey results with data from the provincial Student Transitions Project indicates that **approximately 78% of all 2005/06 BC secondary school graduates pursued some form of further education by March 2008:**

- 50.8% registered at BC public post-secondary institutions in Academic Year 2006/07;
- a further 6.9% registered at BC public post-secondary institutions in the fall of 2007; and
- 20.7% registered later (by March 2008) or elsewhere, including:
 - 4.4% at BC public post-secondary institutions;
 - 6.9% at BC private post-secondary institutions;
 - 6.2% at post-secondary institutions elsewhere in Canada;
 - 1.4% at post-secondary institutions outside of Canada; and
 - 1.3% in Adult Basic Education (see Figure 1).

Below are percentages of responses to various survey questions.

A.2 Views and Experiences in High School

Percentage indicating the following were true all or most of the time:

91%	I enjoyed my friendships in school.
87%	I got on well with my teachers.
84%	I felt my school work was graded fairly.
66%	I was satisfied with my grades or marks.
61%	I completed my homework on time.
60%	I was employed during Grade 12.
54%	I was a motivated student.
52%	I had a clear academic direction.
51%	I was interested in what I was learning in class.
45%	My classes were academically challenging or rigorous.
14%	My classes were boring.
5%	I had a difficult time learning course material.
2%	I had some failing grades.

Percentage agreeing with each of the following: While in high school...

- 63% I expected to take a break from school before continuing with further education.
- 29% I expected to continue with further education immediately after graduation.
- 8% I did not expect to take any further education after high school graduation.

Percentage using each source of advice about further education:

- 90% Family member(s), such as parent, sibling, spouse, other relative
- 83% High school counselor(s)/advisor(s)
- 83% Friend(s)
- 83% High school teacher(s)
- 69% The website of a post-secondary institution
- 68% Printed materials such as institution calendars or advising sheets, printed brochures, etc.
- 62% Media (radio, television, newspapers, magazines, etc.)
- 48% Employer
- 40% Mentor(s)/tutor(s)
- 40% Athletic coach
- 21% The Education Planner website
- 12% The BC Transfer Guide website

A.3 Activities since High School

Percentage reporting each of the following as their main activity during the previous six months:

- 53% Working full-time, including self-employed (30 or more hours/week)
- 23% Going to school full-time (3 or more courses per semester)
- 8% Both working, including self-employed, and going to school (roughly equal time at each)
- 7% Working part-time (less than 30 hours per week)
- 2% Traveling
- 2% Unemployed and looking for work
- 2% Playing sports
- 1% Taking care of family/household/homemaker
- 1% Going to school part-time (less than 3 courses per semester)
- 1% Long-term illness/sick/disability

82% Somewhat or very satisfied with their main activity

Of the 1583 respondents who were working for pay:

- 34 Average number of hours per week

20%	Trades
14%	Retail sales, clerks, cashiers
13%	Bar/restaurant staff (excluding chef/cook)
6%	Trades helper/labourers
47%	Other

7%	\$8 or less per hour
43%	\$9 – 12 per hour
45%	\$13 or more per hour

33% See themselves doing their main activity for one more year or less

Where do you see yourself in five years?

49%	Working in another job
21%	Attending school
14%	Working or promoted in current job
11%	Don't know

85% Further education/training is important to you over the next 5 years (of those not intending to be attending school in 5 years).

A.4 Experiences with and Dispositions toward Further Education

Highest level of education you plan to achieve:

7%	No post-secondary credential
19%	Trades certificate or diploma
19%	College certificate or diploma
40%	University degree

58% of the 2005/06 high school graduation cohort had enrolled in a public post-secondary institutions by the end of the fall term of fall 2007.

Of the 987 from the sample who took further education since high school:

Type of institution attended

34%	Private institution in BC
22%	Public institution in BC (between Fall 2007 and March 2008)
30%	Canadian college or university (outside BC)
7%	College or university outside Canada
6%	Adult Basic Education ¹⁴

¹⁴ Adult Basic Education includes upgrading taken at both secondary and post-secondary institutions.

34% No longer attending

Main reason for no longer attending:

- | | |
|-----|------------------------------------------------------------|
| 72% | Completed the course or program |
| 10% | Dropped out, academic difficulty, etc. |
| 5% | Changed institution or program |
| 3% | Financial issues |
| 3% | Doing work experience/work component/co-op, etc. |
| 2% | Taking a year off (e.g., wanted to take time off school... |
| 2% | Health issues, family emergency, etc. |
| 2% | Moved |

Of the 1031 who did not take further education:

74% had seriously considered enrolling, of which:

35% Applied somewhere, of which:

62% were accepted

Reason for not attending

- | | |
|-----|-----------------------------------------------------------|
| 46% | Application too recent (e.g., will start later this year) |
| 14% | Changed mind about goals |
| 10% | On a waiting list |
| 10% | Financial reasons |
| 20% | Other |

65% Had not applied, of which:

82% intend to apply within the next two years

Main reason for not applying yet:

- | | |
|-----|-------------------------------------------------------|
| 24% | Unsure of what I want to do |
| 19% | Financial reasons |
| 13% | Lazy, procrastinating, not ready, irresponsible, etc. |
| 10% | Prefer working |
| 10% | No time, too busy |
| 24% | Other |

Main reasons for delaying or opting out of further education (strongly agree):

- | | |
|-----|----------------------------------------------|
| 59% | I want to earn money right now |
| 36% | I am concerned about paying for my education |
| 28% | I want a break from school |
| 27% | I would prefer to do other things right now |

Factors that would make a difference in decisions to pursue post-secondary education in the future:

40%	Financial resources
15%	If it was worth my while
13%	Upgrading my qualifications

A.5 Demographics

46%	Female
5%	Aboriginal
7%	Special needs
77%	Still living in same community as high school
68%	Living with parents

Father's education

10%	Less than high school graduation
33%	High school diploma
23%	College/trades certificate or diploma
24%	University degree

Mother's education

6%	Less than high school graduation
41%	High school diploma
20%	College/trades certificate or diploma
25%	University degree

Home language

90%	English
10%	Other

Appendix B: Detailed Tables by Post-Secondary Status

PSE state	Active	Completed	Accepted	Pending	Rejected	Former	Postponer	Opposer
Frequency	656	244	166	77	24	87	690	74
% of respondents	12.5%	12.1%	8.2%	3.8%	1.2%	4.3%	34.2%	3.7%
	1.0%	2.0%	3.0%	4.0%	5.0%	6.0%	7.0%	8.0%
Q1. Views and experiences in high school (% "most of the time" or "all of the time")								
I got on well with my teachers	89.6%	88.5%	86.7%	90.9%	79.2%	79.3%	88.4%	75.7%
I was interested in what I was learning in class	52.9%	51.6%	53.6%	54.5%	50.0%	46.0%	59.6%	37.8%
I completed my homework on time	22.3%	22.3%	22.7%	54.5%	54.2%	32.1%	52.0%	36.5%
I enjoyed my friendships in school	90.7%	91.0%	92.8%	90.9%	91.7%	93.1%	91.0%	82.4%
My classes were academically challenging or rigorous	42.6%	45.1%	50.6%	40.3%	41.7%	44.8%	43.0%	40.5%
My classes were boring	10.4%	18.0%	15.9%	9.1%	25.0%	11.5%	15.4%	28.4%
I was satisfied with my grades or marks	70.5%	65.1%	65.1%	54.5%	62.5%	66.7%	58.7%	60.8%
I had a difficult time learning course material	3.7%	4.5%	4.8%	3.3%	4.2%	15.6%	6.1%	14.9%
I had a clear academic direction	54.9%	55.7%	49.4%	43.4%	54.2%	45.4%	41.9%	32.4%
I felt my school work was graded fairly	88.9%	80.7%	84.9%	79.2%	83.3%	75.3%	81.9%	77.0%
I had some failing grades	1.4%	0.4%	1.2%	1.3%	16.7%	3.2%	3.0%	1.4%
I was a motivated student	66.2%	56.1%	50.2%	56.7%	41.7%	35.1%	46.8%	24.3%
I was employed during Grade 12	54.9%	71.3%	63.3%	59.8%	79.2%	48.3%	60.0%	60.8%
Valid N	656	244	166	77	24	87	690	74

Q2. Which of the following statements best describes your attitude toward further education WHILE YOU WERE IN HIGH SCHOOL?								
I expected to continue with further education immediately after graduation	57.2%	34.4%	43.9%	51.4%	72.5%	58.8%	4.9%	1.4%
I expected to take a break from school before continuing with further education	40.1%	61.7%	33.7%	35.7%	23.7%	34.5%	84.2%	37.9%
I did not expect to take any further education after high school graduation	2.3%	4.5%	1.2%	1.3%	3.8%	6.7%	10.4%	60.8%
Valid N	656	244	166	77	24	87	690	74

Appendix B: Detailed Tables by Post-Secondary Status

% of respondents	32.5%	12.1%	8.2%	3.8%	1.2%	4.3%	34.2%	3.7%
	1.0%	2.0%	3.0%	4.0%	5.0%	6.0%	7.0%	8.0%
Q1. Views and experiences in high school (% "most of the time" or "all of the time")								
I got on well with my teachers	89.6%	88.5%	86.7%	90.9%	79.2%	79.3%	86.4%	75.7%
I was interested in what I was learning in class	52.9%	51.6%	53.6%	54.5%	50.0%	46.0%	50.6%	37.8%
I completed my homework on time	73.3%	62.3%	62.7%	54.5%	54.2%	62.1%	52.0%	36.5%
I enjoyed my friendships in school	90.7%	91.0%	92.8%	90.9%	91.7%	93.1%	91.0%	82.4%
My classes were academically challenging or rigorous	47.6%	45.1%	50.6%	40.3%	41.7%	44.8%	43.0%	40.5%
My classes were boring	10.4%	18.0%	13.9%	9.1%	25.0%	11.5%	15.4%	28.4%
I was satisfied with my grades or marks	76.5%	65.1%	65.1%	54.5%	62.5%	66.7%	58.7%	60.8%
I had a difficult time learning course material	3.7%	4.5%	4.8%	3.9%	4.2%	35.6%	6.1%	14.9%
I had a clear academic direction	64.9%	55.7%	49.4%	49.4%	54.2%	49.4%	41.9%	32.4%
I felt my school work was graded fairly	88.9%	80.7%	84.9%	79.2%	83.3%	79.3%	81.9%	77.0%
I had some failing grades	1.4%	0.4%	1.2%	2.6%	16.7%	2.3%	3.0%	1.4%
I was a motivated student	66.2%	56.1%	50.0%	59.7%	41.7%	16.1%	46.8%	24.3%
I was employed during Grade 12	54.9%	71.3%	63.3%	63.6%	79.2%	48.3%	60.0%	60.8%
Valid N	656	244	166	77	24	87	690	74

Q2. Which of the following statements best describes your attitude toward further education WHILE YOU WERE IN HIGH SCHOOL?								
I expected to continue with further education immediately after graduation	57.2%	34.4%	13.9%	10.4%	12.5%	58.6%	4.9%	1.4%
I expected to take a break from school before continuing with further education	40.1%	61.1%	83.7%	85.7%	83.3%	34.5%	84.2%	37.8%
I did not expect to take any further education after high school graduation	2.3%	4.5%	1.2%	3.9%	0.0%	5.7%	10.4%	60.8%
Valid N	656	244	166	77	24	87	690	74

Q3. Sources of further education opinions (% "very useful" or "somewhat useful")								
Q3a) The website of a post-secondary institution	75.6%	63.1%	72.3%	72.7%	70.8%	70.1%	54.2%	32.4%
Q3b) Printed materials such as institution calendars or advising sheets, printed brochures, etc	67.7%	55.7%	59.6%	53.2%	66.7%	62.1%	50.9%	24.3%
Q3c) The Education Planner website	16.5%	19.7%	18.1%	27.3%	33.3%	25.3%	17.0%	20.3%
Q3d) The BC Transfer Guide website	8.1%	11.5%	12.7%	16.9%	8.3%	8.0%	9.7%	10.8%
Q3e) High school counselor(s) / advisor(s)	71.6%	73.0%	75.9%	77.9%	87.5%	69.0%	77.2%	62.2%
Q3f) High school teacher(s)	72.1%	77.1%	74.7%	71.4%	91.7%	64.4%	77.5%	58.1%
Q3g) Family member(s), such as parent, sibling, spouse, other relative	85.8%	81.6%	86.7%	84.4%	91.7%	89.7%	79.0%	75.7%
Q3h) Employer	19.2%	35.3%	32.5%	26.0%	33.3%	12.6%	29.9%	40.5%
Q3i) Friend(s)	73.6%	68.5%	75.3%	67.5%	75.0%	65.5%	65.1%	51.4%
Q3j) Mentor(s)/tutor(s)	33.4%	40.2%	36.1%	40.3%	45.8%	35.6%	30.3%	36.5%
Q3k) Athletic coach	27.0%	21.7%	28.3%	31.2%	25.0%	28.7%	30.9%	25.7%
Q3l) Media (radio, television, newspapers, magazines, etc.)	40.1%	47.5%	51.2%	46.8%	54.2%	41.4%	45.2%	25.7%
Valid N	658	244	166	77	24	87	690	74

Q6. During the past six months, what was your main activity?								
Going to school full-time	63.0%	14.3%	0.0%	1.3%	0.0%	16.1%	0.0%	0.0%
Going to school part-time	2.0%	1.6%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%
Both working and going to school (equal time at each)	18.4%	12.7%	0.6%	0.0%	0.0%	6.9%	0.1%	0.0%
Working full-time, including self-employed	12.5%	57.0%	80.7%	76.6%	79.2%	55.2%	77.7%	74.3%
Working part-time (less than 30 hours per week)	1.8%	8.2%	7.2%	6.5%	8.3%	10.3%	9.9%	10.8%
Unemployed and looking for work	0.3%	1.6%	0.6%	1.3%	8.3%	0.0%	3.6%	5.4%
Unemployed and not looking for work	0	0.0%	0.6%	0.0%	0.0%	1.1%	0.7%	1.4%
Traveling	1.1%	2.5%	3.0%	6.5%	4.2%	2.3%	2.8%	4.1%

Volunteering	0	0.4%	0.6%	1.3%	0.0%	1.1%	0.4%	0.0%
Taking care of family/household/homemaker	0.2%	0.8%	0.6%	1.3%	0.0%	1.1%	1.7%	1.4%
Playing sports	0.6%	0.8%	3.6%	3.9%	0.0%	2.3%	1.9%	1.4%
Long-term illness/sick/disability	0%	0.0%	2.4%	1.3%	0.0%	1.1%	1.2%	1.4%
Valid N	656	244	166	77	24	87	690	74

Q7. How satisfied are you with your main activity?								
Very satisfied	1.5%	46.7%	2.5%	4.0%	4.5%	5.9%	3.3	1.4%
Valid N	654	240	161	75	22	85	657	69

Q8. For how many more years do you see yourself doing this main activity?								
One year or less	18.3%	32.1%	54.7%	64.0%	54.5%	45.9%	40.5%	8.7%
Between one and two years	22.0%	12.5%	12.4%	9.3%	22.7%	16.5%	25.6%	8.7%
Three to five years	41.3%	15.8%	7.5%	6.7%	4.5%	9.4%	9.0%	13.0%
Six to ten years	8.4%	1.2%	3.1%	0.0%	0.0%	3.5%	1.7%	2.9%
More than ten years	7.2%	20.8%	16.8%	10.7%	9.1%	16.5%	16.1%	58.0%
No longer	1.5%	11.7%	3.7%	8.0%	4.5%	7.1%	1.8%	1.4%
Valid N	654	240	161	75	22	85	657	69

Q9. Are you currently either self-employed or working for an employer?								
Yes	56.4%	88.1%	94.6%	90.9%	87.5%	87.4%	88.6	85.1%
Valid N	656	244	166	77	24	87	690	74

Q10. If yes, excluding overtime, on average, how many paid hours do you usually work per week?								
1-10	22.1%	1.9%	1.3%	0.0%	0.0%	1.3%	1.0%	3.2%
11-20	27.0%	7.6%	2.0%	2.9%	0.0%	2.6%	4.3%	1.6%
21-30	15.6%	15.2%	11.1%	8.6%	23.8%	22.4%	13.0%	9.7%
31-40	32.0%	64.8%	73.9%	74.3%	61.9%	56.6%	69.9%	62.9%
41+	3.3%	10.5%	11.8%	14.3%	14.3%	17.1%	11.8%	22.6%

Valid N	366	210	153	70	21	76	601	62

Q13. What is the wage rate per hour (main job)?								
\$8 or less	10.5%	7.0%	6.4%	8.6%	0.0%	3.9%	5.7%	0.0%
\$9 to \$12	45.9%	38.1%	39.5%	41.4%	52.4%	48.7%	46.0%	23.8%
\$13 to \$16	19.5%	25.1%	26.8%	34.3%	28.6%	22.4%	22.6%	30.2%
\$17 to \$20	12.7%	12.6%	14.6%	5.7%	14.3%	14.5%	12.9%	23.8%
\$21 or more	6.5%	12.1%	9.6%	10.0%	4.8%	5.3%	6.7%	14.3%
Valid N	370	215	157	70	21	76	611	63

Q14. Where do you see yourself in five years?								
Attending school	17.8%	14.8%	22.3%	32.5%	37.5%	26.4%	24.3%	0.0%
Working in same job	4.1%	8.6%	3.6%	1.3%	0.0%	5.7%	4.5%	25.7%
Promoted within current job	5.5%	14.3%	9.0%	3.9%	8.3%	8.0%	10.0%	20.3%
Working in another job	61.7%	47.1%	52.4%	55.8%	45.8%	43.7%	40.0%	23.0%
Unemployed	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	1.4%
Traveling	1.8%	3.3%	1.8%	0.0%	0.0%	4.6%	2.0%	4.1%
Caring for own children	0.3%	1.6%	0.6%	1.3%	0.0%	1.1%	1.6%	4.1%
Other	0.8%	0.0%	1.2%	0.0%	0.0%	1.1%	0.6%	2.7%
Valid N	656	244	166	77	24	87	690	74

Q15. How important is further education/training to you over the next five years?								
Important	92.6%	84.7%	93.9%	95.8%	92.3%	85.7%	79.1%	31.7%
Valid N	487	183	114	48	13	56	407	60

Q15a. What is the highest level of education that you plan to achieve?								
Grade 12 (no plans for further education)	0.2%	1.6%	1.2%	0.0%	0.0%	4.6%	6.4%	55.4%
Some university or college	0.5%	2.0%	3.0%	2.6%	4.2%	2.3%	2.9%	0.0%
Trades certificate or diploma	13.6%	19.3%	28.9%	24.7%	25.0%	12.6%	21.3%	16.2%

College certificate or diploma	14.5%	25.4%	19.3%	29.9%	12.5%	12.6%	21.3%	6.8%
Undergraduate, graduate or professional degree	28.2%	39.7%	21.1%	23.4%	20.8%	32.2%	15.4%	0.0%
Valid N	656	244	166	77	24	87	690	74
Q17. Institution attended								
Adult Basic Education	4.9%	10.7%				3.4%		
University of British Columbia	1.7%	0.4%				0.0%		
Simon Fraser University	0.5%	0.4%				0.0%		
University of Victoria	0.2%	0.0%				1.1%		
Douglas College	1.7%	0.4%				0.0%		
Kwantlen University College	1.8%	0.4%				1.1%		
Capilano College	0.8%	0.4%				0.0%		
University College of the Fraser Valley	2.1%	2.0%				1.1%		
Vancouver Community College/Langara College	1.2%	0.4%				0.0%		
British Columbia Institute of Technology	4.7%	1.6%				6.9%		
Malaspina University College	0.8%	0.4%				0.0%		
Emily Carr Institute	0.2%	0.4%				0.0%		
Justice Institute	0.0%	0.4%				0.0%		
Other BC Public post-secondary institution	8.8%	7.0%				8.0%		
Trinity Western University	5.6%	0.0%				9.2%		
Other BC Private institution, including Bible colleges	20.3%	54.5%				23.0%		
Canadian Public university or college	34.8%	3.7%				31.0%		
Canadian private post- secondary institution	2.1%	4.9%				8.0%		
American/overseas university or college	7.2%	5.3%				5.7%		
Valid N	656	244	0	0	0	87	0	0

Q21. Why did you choose this institution?								
Proximity	21.8%	22.1%				18.4%		

Reputation/recommended by others	25.5%	20.9%				23.0%		
Availability of program	11.7%	17.2%				8.0%		
Financial considerations (inexpensive, received scholarship,	6.3%	3.3%				3.4%		
Timing considerations (accelerated program, flexible program	4.0%	3.3%				0.0%		
Size considerations (size of school, size of classes, one-on	1.8%	0.8%				0.0%		
Family influences (parents are alumni, parent/sibling influe	4.0%	2.9%				10.3%		
Employment prospects (grads get jobs, institution helps with	0.6%	2.0%				2.3%		
Religious reasons	2.0%	1.2%				1.1%		
Respondent was accepted (lower grade requirements, speed of	2.1%	1.2%				2.3%		
Friends attending	0.6%	1.2%				2.3%		
Employer initiated/motivated/funded/required	1.1%	4.1%				2.3%		
To get out of Lower Mainland/away from home community	4.6%	2.0%				4.6%		
Appealing campus or program	3.7%	4.5%				4.6%		
Recruitment good, effective information, helpful to prospect	1.8%	4.1%				3.4%		
Sports reasons	4.3%	0.8%				6.9%		
Type of training provided (hands-on, co-op possibilities, et	1.8%	1.6%				0.0%		
Valid N	656	244	0	0	0	87	0	0

Q23. What is the MAIN reason you are no longer attending this institution?								
Completed the course or program		100.0%				0.0%		
Dropped out, academic difficulty, etc.		0.0%				37.9%		
Financial issues		0.0%				11.5%		

Response	Refused	Completed	Accepted	Pending	Rejected	Former	Postponer	Opposer
Changed institution or program		0.0%				18.4%		
Health issues, family emergency, etc.		0.0%				8.0%		
Travelling		0.0%				1.1%		
Taking a year off (e.g., wanted to take time off school...)		0.0%				9.2%		
Moved		0.0%				6.9%		
Doing work experience/work component/co-op, etc.		0.0%				0.0%		
Valid N	0	244	0	0	0	87	0	0

Q23a. What percentage of the program had you completed at the time you left?								
Average	39.4%					34.4%		
Valid N	9	0	0	0	0	80	0	0

Q23b. Do you intend to return in future?								
Yes	100.0%					31.0%		
Valid N	9	0	0	0	0	87	0	0

Q26. Institution to which respondent applied								
Adult Basic Education			0.0%	0.0%	4.2%			
University of British Columbia			2.4%	1.3%	4.2%			
Simon Fraser University			0.6%	0.0%	4.2%			
University of Victoria			0.6%	1.3%	4.2%			
Douglas College			4.2%	5.2%	4.2%			
Kwantlen University College			6.0%	2.6%	12.5%			
Capilano College			2.4%	1.3%	0.0%			
University College of the Fraser Valley			3.0%	3.9%	8.3%			
Vancouver Community College/Langara College			3.6%	6.5%	0.0%			
British Columbia Institute of Technology			19.3%	15.6%	12.5%			

Q28. Where did you apply?								
Malaspina University College			3.6%	5.2%	0.0%			
Emily Carr Institute			0.6%	1.3%	0.0%			
Justice Institute			0.6%	0.0%	0.0%			
Other BC Public post-secondary institution			27.1%	32.5%	21%			
Trinity Western University			0.0%	1.3%	0.0%			
Other BC Private institution, including Bible colleges			10.8%	3.9%	0.0%			
Canadian Public university or college			5.4%	7.8%	8.3%			
Canadian private post- secondary institution			2.4%	2.6%	4.2%			
American/overseas university or college			3.0%	1.3%	4.2%			
Applied to more than one institution			1.8%	6.5%	8.3%			
Valid N	0	0	166	689	24		0	0

Q29. Why didn't you attend?								
Application too recent (will start later this year, etc.)			14.3%					
On a waiting list			4.8%					
Financial reasons			28.6%					
Working (got a good job, work interfered with school, etc.)			9.5%					
Changed mind about career, post-secondary education or direc			14.3%					
Travelling			0.0%					
Other			28.6%					
Valid N	0	0	166	0	0	0	0	0

Q30. Why didn't you apply?								
Financial reasons							18.5%	
Prefer working							10.1%	
Unsure of what I want to do							23.7%	

Will do so in the future							3.6%	
Missing prerequisites							3.6%	
Lazy, procrastinating, not ready, irresponsible, etc.							13.5%	
No time, too busy							9.9%	
Family responsibilities (marriage, parenting, etc.)							2.2%	
Travelling							2.8%	
Other							9.9%	
Valid N	0	0	0	0	0	0	497	0

Q31. Do you intend to apply within the next...								
One year or less							45.3%	
Between one and two years							36.5%	
Three to five years							9.4%	
Six to ten years							0.4%	
More than ten years							0.2%	
Valid N	0	0	0	0	0	0	499	0

Q32 At which institution?								
Adult Basic Education							0.2%	
University of British Columbia							0.9%	
Simon Fraser University							0.4%	
University of Victoria							1.3%	
Douglas College							1.1%	
Kwantlen University College							2.8%	
Capilano College							0.9%	
University College of the Fraser Valley							4.4%	
Vancouver Community College/Langara College							1.5%	

British Columbia Institute of Technology							5.9%	
Malaspina University College							3.5%	
Emily Carr Institute							0.2%	
Justice Institute							0.7%	
Other BC Public post-secondary institution							19.2%	
Other BC Private institution, including Bible colleges							4.8%	
Canadian Public university or college							2.8%	
Canadian private post- secondary institution							0.4%	
American university or college							1.1%	
Considering more than one institution							7.4%	
Don't Know							36.9%	
Other							0.2%	
No Response							3.3%	
Valid N	0	0	0	0	0	0	458	0

Q34. Perceptions of postsecondary education (% "strongly agree or somewhat agree")								
a) I want to earn money right now.	75.0%	82.4%	82.5%	83.1%	87.5%	68.2%	91.6%	87.8%
b) I am concerned about paying for my education.	37.5%	56.1%	48.8%	63.6%	75.0%	57.6%	66.7%	40.5%
c) I want a break from school.	0.0%	45.1%	41.6%	40.3%	45.8%	36.4%	60.9%	71.6%
d) I would prefer to do other things right now.	12.5%	55.3%	49.4%	37.7%	50.0%	59.1%	64.3%	74.3%
e) I do not enjoy school.	12.5%	22.6%	23.5%	19.5%	8.3%	28.8%	29.0%	60.8%
f) Attending school is inconvenient at this time (relocating, commuting, family obligations).	12.5%	34.0%	35.5%	31.2%	45.8%	42.4%	51.9%	71.6%
g) I don't know what and/or where to study.	0.0%	27.9%	31.9%	20.8%	37.5%	39.4%	49.1%	43.2%
h) I was discouraged from studying by family and friends.	0.0%	7.8%	7.8%	5.2%	0.0%	3.0%	7.7%	10.8%
i) I am not certain I would succeed at school.	0.0%	11.9%	10.8%	16.9%	12.5%	13.6%	23.6%	25.7%

j) I seem to be doing well without further education.	37.5%	45.5%	47.0%	39.0%	41.7%	45.5%	56.4%	89.2%
k) I am concerned about finding a job when I finish school.	0.0%	30.3%	30.1%	39.0%	20.8%	39.4%	38.0%	28.4%
m) I will lose touch with my friends.	12.5%	16.8%	12.0%	16.9%	16.7%	21.2%	18.1%	17.6%
Valid N	8	244	166	77	24	66	690	74

Q34a Factors affecting PSE decision (% selecting each factor)								
1. Financial resources	50.0%	40.2%	41.6%	44.2%	45.8%	40.9%	41.2%	14.9%
2. Upgrading my qualifications	12.5%	13.9%	13.3%	14.3%	20.8%	12.1%	12.8%	8.1%
3. If my preferred program was available closer to home	12.5%	8.2%	8.4%	7.8%	12.5%	10.6%	7.7%	4.1%
4. If my preferred program was available part-time	12.5%	5.3%	6.0%	3.9%	0.0%	3.0%	4.6%	4.1%
5. If my preferred program was available online	0.0%	2.5%	1.8%	1.3%	0.0%	1.5%	3.5%	1.4%
6. Easy access to the program	12.5%	9.0%	11.4%	6.5%	16.7%	7.6%	7.4%	2.7%
7. Affordable, high quality daycare	0.0%	2.0%	0.6%	0.0%	0.0%	0.0%	1.4%	1.4%
8. If it was worth my while	25.0%	13.9%	14.5%	10.4%	0.0%	19.7%	15.5%	21.6%
9. Other	0.0%	18.9%	18.1%	15.6%	16.7%	28.8%	18.0%	18.9%
Valid N	8	244	166	77	24	66	690	74

Demographics-Q38								
Father or male guardian								
Without high school graduation	4.4%	12.7%	9.6%	16.9%	12.5%	10.3%	12.2%	18.9%
High school graduation	22.0%	28.3%	30.1%	33.8%	33.3%	19.5%	32.6%	37.8%
Trades certificate or diploma	9.1%	15.2%	19.3%	11.7%	8.3%	13.8%	12.6%	16.2%
College Certificate or Diploma	10.5%	13.9%	10.8%	7.8%	8.3%	16.1%	10.1%	9.5%
Some university or college	4.7%	5.7%	4.2%	3.9%	8.3%	2.3%	4.2%	4.1%
University degree	39.9%	16.4%	16.3%	18.2%	12.5%	28.7%	15.1%	8.1%

Other e.g., C.G.A.	1.2%	0.0%	0.6%	1.3%	0	1.1%	0.1%	0
Mother or female guardian								
Without high school graduation	3.2%	7.4%	7.2%	11.7%	8.3%	3.4%	9.0%	2.7%
High school graduation	23.9%	32.0%	39.2%	45.5%	37.5%	31.0%	38.6%	48.6%
Trades certificate or diploma	2.1%	1.6%	0.6%	1.3%	8.3%	0	1.4%	0
College Certificate or Diploma	18.3%	20.1%	17.5%	11.7%	4.2%	19.5%	18.1%	18.9%
Some university or college	6.7%	8.2%	8.4%	5.2%	8.3%	13.8%	7.4%	8.1%
University degree	38.9%	20.9%	17.5%	20.8%	25.0%	24.1%	14.2%	10.8%
Other e.g., C.G.A.	0.6%	1.2%	1.2%	0	0	0	0.6%	0
Valid N	656	244	166	77	24	87	690	74

Q39. Which Provincial grade 12 exams did you write?								
1. BC First Nations Studies 12	0.9%	1.6%	0.6%	2.6%	4.2%	1.1%	1.7%	0
2. Biology 12	44.2%	28.3%	27.7%	29.9%	33.3%	36.8%	21.3%	13.5%
3. Chemistry 12	32.3%	10.7%	15.7%	11.7%	16.7%	25.3%	6.8%	5.4%
4. Communications 12	2.7%	4.9%	4.2%	5.2%	8.3%	4.6%	9.0%	14.9%
5. Communications 12 – Technical & Professional	0.3%	0.4%	0	0	0	0	0.3%	0
6. English 12	92.5%	87.3%	89.2%	88.3%	87.5%	87.4%	81.9%	68.9%
7. English Literature 12	13.3%	7.4%	6.0%	7.8%	4.2%	5.7%	4.8%	2.7%
8. Français langue première 12	1.8%	0.4%	1.8%	0	4.2%	0	0.7%	0
9. Français langue seconde-immersion 12	5.3%	0.4%	2.4%	3.9%	0	4.6%	0.9%	2.7%
10. French 12	20.7%	7.0%	10.2%	9.1%	4.2%	4.6%	4.8%	2.7%
11. Geography 12	23.0%	15.2%	16.3%	10.4%	4.2%	13.8%	14.9%	4.1%
12. Geology 12	3.0%	2.5%	7.2%	1.3%	0	5.7%	4.1%	4.1%
13. German 12	1.4%	0.4%	3.0%	0	0	1.1%	0.6%	2.7%
14. History 12	28.8%	24.6%	24.1%	26.0%	16.7%	23.0%	20.4%	17.6%
15. Japanese 12	0.6%	1.2%	0.6%	1.3%	0	1.1%	0.4%	0
16. Mandarin Chinese 12	1.2%	0.4%	0	1.3%	0	2.3%	0	0

17. Mathematics 12 - Applications	7.8%	13.1%	13.3%	7.8%	12.5%	8.0%	10.0%	10.8%
18. Mathematics 12 - Principles	44.2%	21.7%	30.7%	28.6%	33.3%	39.1%	18.1%	16.2%
19. Physics 12	21.3%	7.4%	10.2%	9.1%	12.5%	16.1%	6.4%	2.7%
20. Punjabi 12	0	0.0%	0	0	0	0	0.1%	0
21. Spanish 12	4.3%	2.5%	2.4%	1.3%	4.2%	2.3%	2.3%	0.0%
Valid N	656	244	166	77	24	87	690	74

Q40. Are you still living in the same community as when you were in high school?								
Yes	53.7%	84.8%	86.7%	88.3%	91.7%	85.1%	91.2%	83.8%
Valid N	656	244	166	77	24	87	690	74

Q41. If no, where are you living now?								
In a different community in BC	13.2%	81.1%	68.2%	88.9%	0.0%	76.9%	75.4%	75.0%
In a different province in Canada	73.4%	18.9%	27.3%	11.1%	100.0%	23.1%	23.0%	16.7%
In a different country	13.5%	0.0%	0	0	0.0%	0	1.6%	8.3%
Valid N	304	37	22	9	2	13	61	12

Q42. What are your current living arrangements?								
At home with parents	48.3%	72.5%	80.7%	84.4%	75.0%	74.7%	77.4%	77.0%
On my own	9.0%	7.0%	3.6%	5.2%	8.3%	11.5%	5.8%	9.5%
With roommates or a partner	35.5%	19.3%	13.3%	9.1%	16.7%	12.6%	15.7%	12.2%
Other	6.7%	1.2%	1.8%	1.3%	0.0%	1.1%	0.7%	1.4%
Valid N	656	244	166	77	24	87	690	74

Appendix C: Detailed Tables by Region

% of respondents	9.9%	22.0%	13.7%	19.5%	18.2%	16.8%	100.0%
Q1. Views and experiences in high school (% "most of the time" or "all of the time")							
I got on well with my teachers	85.5%	88.1%	84.8%	88.1%	87.2%	87.6%	87.1%
I was interested in what I was learning in class	50.0%	51.9%	49.7%	52.0%	52.4%	50.0%	51.2%
I completed my homework on time	65.0%	63.5%	65.2%	62.7%	57.2%	54.4%	61.1%
I enjoyed my friendships in school	92.0%	90.8%	91.7%	89.9%	89.4%	92.3%	90.8%
My classes were academically challenging or rigorous	39.5%	44.7%	42.0%	47.8%	46.3%	48.0%	45.2%
My classes were boring	18.5%	12.4%	13.8%	12.7%	14.4%	15.4%	14.1%
I was satisfied with my grades or marks	66.5%	68.7%	70.3%	63.8%	64.1%	64.2%	66.1%
I had a difficult time learning course material	4.5%	4.8%	5.4%	4.6%	4.9%	6.8%	5.1%
I had a clear academic direction	56.5%	50.3%	56.1%	52.3%	53.1%	47.0%	52.1%
I felt my school work was graded fairly	85.5%	83.3%	82.6%	84.7%	82.0%	85.8%	83.9%
I had some failing grades	0.5%	2.8%	1.8%	1.0%	2.5%	2.1%	1.8%
I was a motivated student	61.5%	56.9%	57.9%	52.3%	51.3%	50.3%	54.5%
I was employed during Grade 12	63.5%	66.1%	51.5%	57.8%	55.6%	63.3%	59.9%
Valid N	199	443	276	394	367	338	2018
Q2. Which of the following statements best describes your attitude toward further education WHILE YOU WERE IN HIGH SCHOOL?							
I expected to continue with further education immediately after graduation	26.5%	26.4%	48.2%	24.9%	30.5%	19.5%	28.7%
I expected to take a break from school before continuing with further education	63.5%	64.1%	44.6%	66.0%	63.2%	74.0%	63.2%
I did not expect to take any further education after high school graduation	9.5%	9.3%	6.2%	8.1%	6.3%	6.2%	7.6%
Valid N	199	443	276	394	367	338	2018

Q3. Sources of further education opinions (% "very useful" or "somewhat useful")							
Q3a) The website of a post-secondary institution	64.0%	61.1%	72.8%	65.7%	62.4%	63.4%	64.6%
Q3b) Printed materials such as institution calendars or advising sheets, printed brochures, etc	60.5%	59.8%	61.6%	55.8%	55.9%	52.7%	57.4%
Q3c) The Education Planner website	11.5%	19.4%	16.3%	20.6%	21.8%	15.9%	18.2%
Q3d) The BC Transfer Guide website	9.0%	8.4%	9.1%	12.0%	11.4%	8.9%	9.9%
Q3e) High school counselor(s) / advisor(s)	73.0%	74.1%	71.4%	75.6%	74.4%	74.6%	74.0%
Q3f) High school teacher(s)	71.0%	75.9%	67.3%	75.6%	73.6%	78.1%	74.2%
Q3g) Family member(s), such as parent, sibling, spouse, other relative	84.5%	84.2%	82.3%	84.0%	83.1%	79.0%	82.9%
Q3h) Employer	32.0%	27.5%	21.8%	27.9%	25.1%	27.5%	26.8%
Q3i) Friend(s)	62.0%	66.8%	75.0%	67.8%	69.8%	70.7%	68.8%
Q3j) Mentor(s)/tutor(s)	36.0%	36.1%	31.9%	38.3%	30.5%	30.5%	34.0%
Q3k) Athletic coach	28.5%	32.1%	23.9%	28.9%	23.5%	29.3%	28.0%
Q3l) Media (radio, television, newspapers, magazines, etc.)	42.0%	42.4%	43.9%	47.2%	45.8%	39.4%	43.6%
Valid N	199	443	276	394	367	338	2018
Q6. During the past six months, what was your main activity?							
Going to school full-time	19.5%	16.9%	47.8%	19.5%	25.6%	13.6%	22.9%
Going to school part-time	0.0%	0.5%	0.7%	1.8%	0.5%	1.5%	0.9%
Both working and going to school (equal time at each)	7.0%	6.8%	8.0%	9.1%	8.7%	7.7%	7.9%
Working full-time, including self-employed	54.5%	58.5%	31.2%	54.8%	52.6%	61.8%	53.1%
Working part-time (less than 30 hours per week)	9.0%	6.1%	6.9%	6.9%	6.3%	6.5%	6.7%
Unemployed and looking for work	1.5%	1.8%	1.4%	2.0%	1.6%	3.0%	1.9%
Unemployed and not looking for work	0.0%	0.7%	0.0%	0.5%	0.5%	0.3%	2.4%
Travelling	1.0%	4.1%	2.2%	2.8%	1.1%	2.1%	0.9%

Volunteering	1.0%	0.2%	0.4%	0.3%	0.5%	0.0%	0.7%
Taking care of family/household/homemaker	1.5%	1.8%	0.7%	0.5%	0.3%	0.9%	
Playing sports	2.5%	1.8%	0.0%	1.0%	1.6%	2.4%	
Long-term illness/sick/disability	2.5%	0.7%	0.4%	0.8%	0.5%	0.3%	0.0%
Valid N	200	443	276	394	367	338	2018
Q7. How satisfied are you with your main activity?							
Very satisfied	78.7%	84.9%	88.5%	82.0%	88.0%	79.2%	83.8%
Valid N	192	431	271	383	359	327	1963
Q8. For how many more years do you see yourself doing this main activity?							
One year or less	33.9%	33.9%	25.1%	25.1%	35.7%	36.1%	33.4%
Between one and two years	18.8%	21.3%	19.6%	19.6%	18.7%	22.0%	20.1%
Three to five years	19.3%	15.8%	32.8%	32.8%	20.1%	18.3%	20.5%
Six to ten years	4.2%	3.0%	7.0%	7.0%	4.7%	3.1%	4.0%
More than ten years	20.3%	15.8%	10.7%	10.7%	15.3%	14.4%	15.0%
No longer	0.5%	5.3%	2.2%	2.2%	3.1%	3.4%	3.6%
Valid N	192	431	271	383	359	327	1963
Q9. Are you currently either self-employed or working for an employer?							
Yes	78.0%	81.3%	60.5%	81.5%	82.0%	82.2%	78.4%
Valid N	200	443	276	394	367	338	2018
Q10. If yes, excluding overtime, on average, how many paid hours do you usually work per week? (I created categories according to old report)							
1-10	5.8%	5.0%	15.6%	6.9%	10.3%	5.0%	7.6%
11-20	11.5%	7.2%	16.2%	8.4%	10.3%	7.2%	9.4%
21-30	12.8%	12.5%	13.8%	12.8%	15.3%	15.5%	13.8%
31-40	57.1%	64.7%	47.3%	61.7%	57.1%	58.3%	58.9%
41+	12.8%	10.6%	7.2%	10.3%	7.0%	14.0%	10.3%

Valid N	152	353	165	318	298	276	1562
Q13. What is the wage rate per hour (main job)?							
\$8 or less	5.1%	6.1%	10.8%	6.9%	7.6%	5.4%	6.8%
\$9 to \$12	46.2%	42.5%	41.3%	42.1%	39.9%	49.6%	43.4%
\$13 to \$16	17.9%	24.4%	16.8%	24.9%	25.9%	25.2%	23.5%
\$17 to \$20	12.2%	12.8%	15.0%	15.0%	14.0%	10.4%	13.2%
\$21 or more	13.5%	8.6%	8.4%	7.5%	7.3%	5.4%	8.0%
Valid N	156	360	167	321	301	278	1583
Q14. Where do you see yourself in five years?							
Attending school	24.0%	18.7%	24.6%	19.5%	18.5%	21.0%	20.6%
Working in same job	4.0%	4.1%	2.5%	8.6%	6.8%	5.3%	5.5%
Promoted within current job	11.5%	9.9%	5.8%	10.9%	7.1%	8.9%	9.0%
Working in another job	48.5%	50.8%	50.4%	47.0%	53.4%	44.4%	49.2%
Unemployed	0.0%	0.2%	0.0%	0.3%	0.3%	0.0%	0.1%
Travelling	0.5%	2.0%	3.3%	2.0%	1.9%	3.0%	2.2%
Caring for own children	2.0%	1.1%	0.4%	1.3%	1.4%	0.9%	1.1%
Other	0.0%	0.5%	1.4%	0.8%	1.1%	0.3%	0.7%
Valid N	200	443	276	394	367	338	2018
Q15. How important is further education/training to you over the next five years?							
Important	85.7%	81.6%	88.1%	83.2%	87.1%	85.4%	84.8%
Valid N	133	304	176	279	264	212	1368
Q15a. What is the highest level of education that you plan to achieve?							
Grade 12 (no plans for further education)	3.5%	6.5%	3.3%	5.3%	4.1%	4.4%	4.8%
Some university or college	1.0%	2.5%	2.2%	1.3%	1.4%	2.7%	1.9%
Trades certificate or diploma	22.0%	19.0%	9.1%	20.8%	19.1%	21.9%	18.8%

College certificate or diploma	19.5%	21.2%	11.2%	19.0%	20.7%	18.6%	18.7%
Undergraduate, graduate or professional degree	36.5%	35.9%	61.6%	35.9%	40.6%	36.7%	40.5%
Valid N	200	443	276	394	367	338	2018
Q17. Institution attended							
Adult Basic Education	3.4%	4.1%	3.3%	8.6%	10.4%	5.2%	
University of British Columbia	0.0%	0.5%	3.8%	1.0%	0.5%	0.7%	
Simon Fraser University	0.0%	0.0%	0.5%	1.5%	0.0%	0.0%	
University of Victoria	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	
Douglas College	0.0%	0.0%	0.5%	4.5%	1.0%	0.0%	
Kwantlen University College	0.0%	0.5%	0.0%	0.5%	6.3%	0.0%	
Capilano College	0.0%	0.0%	2.7%	0.5%	0.0%	0.0%	
University College of the Fraser Valley	0.0%	0.0%	0.0%	9.1%	1.0%	0.0%	
Vancouver Community College/Langara	0.0%	0.0%	3.8%	1.0%	0.0%	0.0%	
British Columbia Institute of Technology	0.0%	0.5%	4.4%	7.1%	8.3%	1.5%	
Malaspina University College	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%	
Emily Carr Institute	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	
Justice Institute	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	
Other BC Public post-secondary institution	19.3%	20.2%	0.0%	1.0%	0.0%	17.9%	
Trinity Western University	1.1%	0.5%	2.7%	6.6%	12.5%	0.7%	
Other BC Private institution, including Bible colleges	23.9%	27.5%	15.9%	38.9%	34.9%	29.1%	
Canadian Public university or college	34.1%	32.1%	48.9%	9.6%	13.5%	28.4%	
Canadian private post-secondary institution	9.1%	6.7%	1.1%	2.0%	1.6%	2.2%	
American/overseas university or college	6.8%	3.1%	12.1%	6.1%	6.3%	5.2%	
Valid N	88	193	182	198	192	134	
Q21. Why did you choose this institution?							
Proximity	26.1%	29.5%	11.5%	23.2%	16.7%	25.4%	

Reputation/recommended by others	14.8%	16.1%	31.9%	27.3%	28.6%	20.1%	
Availability of program	13.6%	14.0%	13.7%	12.6%	12.0%	10.4%	
Financial considerations (inexpensive, received scholarship,	5.7%	4.7%	2.7%	3.5%	7.3%	9.0%	
Timing considerations (accelerated program, flexible program	1.1%	4.1%	4.4%	5.6%	2.6%	0.7%	
Size considerations (size of school, size of classes, one-on	2.3%	1.0%	3.3%	0.5%	1.0%	0.7%	
Family influences (parents are alumni, parent/sibling influe	6.8%	5.2%	4.9%	4.0%	3.1%	2.2%	
Employment prospects (grads get jobs, institution helps with	0.0%	0.0%	0.0%	2.5%	2.1%	1.5%	
Religious reasons	2.3%	0.5%	0.5%	3.0%	3.1%	0.7%	
Respondent was accepted (lower grade requirements, speed of	1.1%	3.6%	1.6%	1.5%	2.1%	0.7%	
Friends attending	1.1%	1.6%	0.5%	0.5%	0.0%	2.2%	
Employer initiated/motivated/funded/required	1.1%	1.6%	1.6%	0.5%	2.1%	5.2%	
To get out of Lower Mainland/away from home community	8.0%	1.0%	9.3%	2.0%	2.1%	3.7%	
Appealing campus or program	2.3%	3.6%	3.8%	3.0%	4.2%	6.7%	
Recruitment good, effective information, helpful to prospect	2.3%	2.6%	1.6%	3.0%	3.1%	2.2%	
Sports reasons	3.4%	5.7%	3.3%	2.0%	4.7%	2.2%	
Type of training provided (hands-on, co-op possibilities, et	2.3%	1.6%	1.1%	1.0%	2.1%	2.2%	
Valid N	88	193	182	198	192	134	
Q22. Are you still attending this institution?							
Yes	63.6%	57.0%	85.2%	57.6%	67.7%	61.2%	65.6%
Valid N	88	193	182	198	192	134	987

Q23. What is the MAIN reason you are no longer attending this institution?

Completed the course or program	56.2%	65.1%	77.8%	73.8%	74.2%	82.7%	71.8%
Dropped out, academic difficulty, etc.	21.9%	10.8%	7.4%	7.1%	9.7%	5.8%	9.7%
Financial issues	3.1%	4.8%	0.0%	3.6%	3.2%	0.0%	2.9%
Changed institution or program	6.2%	3.6%	3.7%	4.8%	6.5%	3.8%	4.7%
Health issues, family emergency, etc.	3.1%	3.6%	0.0%	1.2%	1.6%	1.9%	2.1%
Travelling	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.3%
Taking a year off (e.g., wanted to take time off school...	3.1%	4.8%	7.4%	0.0%	0.0%	1.9%	2.4%
Moved	3.1%	1.2%	0.0%	2.4%	1.6%	1.9%	1.8%
Doing work experience/work component/co-op, etc.	3.1%	2.4%	3.7%	4.8%	1.6%	1.9%	2.6%
Valid N	32	83	27	84	62	52	340

Q23a. What percentage of the program had you completed at the time you left?

Average	37.7%	35.9%	40.2%	37.0%	22.9%	36.9%	34.9%
Valid N	14	29	6	22	16	9	96

Q23b. Do you intend to return in future?

Yes	35.7%	37.9%	16.7%	50.0%	25.0%	44.4%	37.5%
Valid N	14	29	6	22	16	9	96

Q24. Have you have ever seriously considered enrolling in further education SINCE GRADUATING from high school?

Yes	71.4%	73.6%	67.0%	71.9%	78.9%	78.4%	74.3%
Valid N	112	250	94	196	179	204	1031

Q25. Have you applied anywhere?

Yes	35.0%	35.9%	38.1%	34.8%	36.2%	31.2%	34.9%
Valid N	80	184	63	141	138	160	766

Q26. Institution to which respondent applied							
Adult Basic Education	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.4%
University of British Columbia	0.0%	3.0%	0.0%	2.0%	0.0%	6.0%	2.2%
Simon Fraser University	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	0.7%
University of Victoria	0.0%	0.0%	0.0%	0.0%	2.0%	4.0%	1.1%
Douglas College	3.6%	0.0%	4.2%	18.4%	2.0%	0.0%	4.5%
Kwantlen University College	0.0%	1.5%	0.0%	4.1%	22.0%	2.0%	5.6%
Capilano College	0.0%	0.0%	12.5%	4.1%	0.0%	0.0%	1.9%
University College of the Fraser Valley	0.0%	0.0%	0.0%	20.4%	0.0%	0.0%	3.7%
Vancouver Community College/Langara	0.0%	0.0%	16.7%	2.0%	12.0%	0.0%	4.1%
British Columbia Institute of Technology	0.0%	6.1%	45.8%	24.5%	36.0%	4.0%	17.6%
Malaspina University College	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	3.7%
Emily Carr Institute	0.0%	0.0%	0.0%	0.0%	2.0%	2.0%	0.7%
Justice Institute	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.4%
Other BC Public post-secondary institution	78.6%	45.5%	0.0%	2.0%	4.0%	40.0%	28.1%
Trinity Western University	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.4%
Other BC Private institution, including Bible colleges	7.1%	9.1%	8.3%	10.2%	4.0%	8.0%	7.9%
Canadian Public university or college	3.6%	16.7%	0.0%	2.0%	4.0%	4.0%	6.4%
Canadian private post- secondary institution	0.0%	4.5%	0.0%	2.0%	2.0%	4.0%	2.6%
American/overseas university or college	3.6%	6.1%	0.0%	0.0%	2.0%	0.0%	2.6%
Applied to more than one institution	0.0%	4.5%	4.2%	2.0%	6.0%	4.0%	3.7%
Valid N	28	66	24	49	50	50	267
Q28. Were you accepted?							
Yes	39.3%	71.2%	79.2%	61.2%	56.0%	62.0%	62.2%
Valid N	28	66	24	49	50	50	267
Q29. Why didn't you attend? CODED							

Application too recent (will start later this year, etc.)	27.3%	55.3%	57.9%	40.0%	39.3%	45.2%	46.4%
On a waiting list	9.1%	6.4%	5.3%	10.0%	21.4%	6.5%	9.6%
Financial reasons	27.3%	10.6%	0.0%	10.0%	7.1%	9.7%	9.6%
Working (got a good job, work interfered with school, etc.)	0.0%	4.3%	0.0%	3.3%	0.0%	0.0%	1.8%
Changed mind about career, post-secondary education or direc	18.2%	14.9%	15.8%	16.7%	10.7%	12.9%	14.5%
Travelling	0.0%	0.0%	0.0%	6.7%	3.6%	0.0%	1.8%
Other	0.0%	6.4%	15.8%	10.0%	14.3%	19.4%	11.4%
Valid N	11	47	19	30	28	31	166
Q30. Why didn't you apply?							
Financial reasons	15.7%	21.4%	5.1%	17.4%	20.5%	20.9%	18.5%
Prefer working	9.8%	8.5%	12.8%	15.2%	8.0%	8.2%	10.1%
Unsure of what I want to do	21.6%	25.6%	20.5%	25.0%	21.6%	24.5%	23.8%
Will do so in the future	3.9%	2.6%	7.7%	2.2%	4.5%	3.6%	3.6%
Missing prerequisites	2.0%	2.6%	7.7%	3.3%	6.8%	1.8%	3.6%
Lazy, procrastinating, not ready, irresponsible, etc.	9.8%	12.0%	20.5%	12.0%	14.8%	14.5%	13.5%
No time, too busy	15.7%	10.3%	10.3%	8.7%	6.8%	10.0%	9.7%
Family responsibilities (marriage, parenting, etc.)	2.0%	4.3%	2.6%	1.1%	2.3%	0.9%	2.2%
Travelling	0.0%	0.9%	7.7%	4.3%	1.1%	4.5%	2.8%
Other	15.7%	11.1%	2.6%	9.8%	12.5%	6.4%	9.9%
Valid N	51	117	39	92	88	110	497
Q31. Do you intend to apply within the next							
One year or less	40.4	39	53.8	50	51.1	42.7	45.4%
Between one and two years	28.8	38.1	38.5	38	28.4	42.7	36.5%

Three to five years	13.5	14.4	2.6	5.4	9.1	8.2	9.4%
Six to ten years	0.0%	0.8	0.0%	0.0%	1.1	0.0%	0.4%
More than ten years	0.0%	0.8	0.0%	0.0%	0.0%	0.0%	0.2%
Valid N	52	118	39	92	88	110	499

Q32 At which institution

Adult Basic Education	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%	
University of British Columbia	0.0%	0.9%	2.7%	0.0%	2.5%	0.0%	
Simon Fraser University	0.0%	0.0%	2.7%	0.0%	1.3%	0.0%	
University of Victoria	4.7%	0.9%	0.0%	0.0%	1.3%	1.9%	
Douglas College	0.0%	0.0%	0.0%	4.7%	0.0%	1.0%	
Kwantlen University College	0.0%	0.0%	0.0%	0.0%	16.5%	0.0%	
Capilano College	0.0%	0.0%	5.4%	0.0%	1.3%	1.0%	
University College of the Fraser Valley	0.0%	0.0%	0.0%	23.3%	0.0%	0.0%	
Vancouver Community College/Langara	0.0%	0.0%	8.1%	0.0%	5.1%	0.0%	
British Columbia Institute of Technology	0.0%	1.8%	5.4%	20.9%	6.3%	0.0%	
Malaspina University College	2.3%	0.0%	0.0%	0.0%	0.0%	14.6%	
Emily Carr Institute	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	
Justice Institute	0.0%	0.0%	0.0%	2.3%	1.3%	0.0%	
Other BC Public post-secondary institution	27.9%	36.4%	0.0%	0.0%	1.3%	34.0%	
Other BC Private institution, including Bible colleges	4.7%	3.6%	2.7%	2.3%	12.7%	2.9%	
Canadian Public university or college	7.0%	4.5%	0.0%	1.2%	0.0%	3.9%	
Canadian private post- secondary institution	0.0%	0.9%	0.0%	0.0%	1.3%	0.0%	
American university or college	0.0%	0.9%	0.0%	3.5%	0.0%	1.0%	
Considering more than one institution	7.0%	2.7%	13.5%	9.3%	5.1%	10.7%	
Don't Know	34.9%	44.5%	54.1%	31.4%	40.5%	25.2%	
Other	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	
No Response	9.3%	2.7%	2.7%	1.2%	2.5%	3.9%	

Valid N	43	110	37	86	79	103	
Q34. Perceptions of postsecondary education (% "strongly agree or somewhat agree")							
a) I want to earn money right now.	89.4%	87.0%	84.2%	86.1%	87.9%	86.2%	86.8%
b) I am concerned about paying for my education.	68.3%	64.4%	46.6%	57.9%	60.2%	60.6%	60.4%
c) I want a break from school.	54.9%	57.8%	60.0%	53.8%	44.6%	50.4%	53.2%
d) I would prefer to do other things right now.	55.7%	61.4%	62.5%	57.2%	56.7%	60.6%	59.1%
e) I do not enjoy school.	28.9%	27.6%	32.5%	28.9%	25.5%	26.4%	27.9%
f) Attending school is inconvenient at this time (relocating, commuting, family obligations).	49.3%	47.4%	36.7%	44.7%	46.3%	46.5%	45.8%
g) I don't know what and/or where to study.	40.1%	37.7%	45.0%	40.3%	39.0%	42.5%	40.3%
h) I was discouraged from studying by family and friends.	7.0%	7.3%	9.1%	7.3%	5.6%	8.3%	7.4%
i) I am not certain I would succeed at school.	16.2%	17.4%	22.5%	17.3%	23.0%	18.5%	18.8%
j) I seem to be doing well without further education.	51.4%	55.3%	48.3%	55.7%	52.8%	51.2%	53.1%
k) I am concerned about finding a job when I finish school.	34.5%	31.0%	39.1%	36.3%	35.5%	35.0%	34.7%
m) I will lose touch with my friends.	25.4%	15.2%	19.2%	15.4%	16.9%	16.1%	17.2%
Valid N	142	329	120	273	231	254	1349
Q34a Factors affecting PSE decision							
1. Financial resources	31.0%	30.2%	16.3%	27.2%	24.5%	29.6%	39.9%
2. Upgrading my qualifications	7.0%	8.8%	8.7%	10.9%	8.2%	7.4%	13.0%
3. If my preferred program was available closer to home	6.5%	5.9%	3.3%	6.9%	3.3%	5.9%	7.9%
4. If my preferred program was available part-time	1.0%	2.5%	1.4%	5.8%	1.9%	5.0%	4.7%
5. If my preferred program was available online	0.0%	1.1%	0.7%	3.6%	1.6%	2.7%	2.7%
6. Easy access to the program	3.5%	4.3%	4.3%	7.4%	5.4%	6.5%	8.1%

7. Affordable, high quality daycare	0.0%	1.1%	0.0%	1.5%	0.8%	0.9%	1.3%
8. If it was worth my while	7.5%	10.6%	5.8%	11.7%	10.6%	12.1%	15.1%
9. Other	10.5%	14.9%	7.2%	12.7%	12.5%	13.6%	18.5%
Valid N	142	329	120	273	231	254	1349

Q38. Demographics

Father or male gardian							
Without high school graduation	20.0%	10.2%	4.7%	8.9%	6.5%	12.4%	9.9%
High school graduation	30.0%	30.5%	16.3%	31.2%	28.9%	29.0%	28.1%
Trades certificate or diploma	16.0%	18.5%	4.7%	11.4%	9.0%	13.6%	12.4%
College Certificate or Diploma	8.5%	12.6%	5.8%	11.4%	14.4%	9.8%	10.9%
Some university or college	4.0%	3.4%	5.1%	5.3%	4.4%	5.0%	4.5%
University degree	12.0%	16.9%	48.6%	22.1%	25.1%	20.4%	23.8%
Other e.g., C.G.A.	0.5%	0.5%	1.4%	0.0%	1.1%	0.3%	0.6%
Mother or female gardian							
Without high school graduation	12.5%	9.0%	1.4%	5.1%	5.2%	6.2%	6.4%
High school graduation	40.0%	31.6%	20.7%	38.3%	37.3%	32.0%	33.3%
Trades certificate or diploma	1.0%	1.8%	1.1%	2.3%	1.9%	0.9%	1.6%
College Certificate or Diploma	16.5%	21.2%	12.0%	18.8%	16.9%	20.1%	18.0%
Some university or college	8.0%	9.5%	4.3%	8.1%	5.2%	9.5%	7.6%
University degree	16.5%	18.1%	47.5%	19.0%	23.7%	23.1%	24.0%
Other e.g., C.G.A.	0.0%	0.9%	1.1%	0.8%	0.3%	0.6%	0.6%
Valid N	200	443	276	394	367	338	2018

Q39. Which Provincial grade 12 exams did you write?

1. BC First Nations Studies 12	4.5%	1.4%	0.0%	1.3%	0.8%	1.2%	1.3%
2. Biology 12	33.5%	30.5%	42.4%	24.6%	27.8%	31.7%	31.0%
3. Chemistry 12	14.5%	20.3%	26.4%	12.7%	14.7%	16.0%	17.3%
4. Communications 12	7.0%	5.6%	2.9%	7.9%	7.1%	4.7%	5.9%

5. Communications 12 – Technical & Professional	0.5%	0.0%	0.0%	0.0%	0.0%	1.2%	0.2%
6. English 12	82.5%	86.5%	92.8%	85.5%	86.4%	86.1%	86.7%
7. English Literature 12	8.0%	5.9%	13.4%	6.1%	8.2%	8.6%	8.0%
8. Français langue première 12	0.5%	0.0%	2.2%	1.0%	0.5%	2.7%	1.1%
9. Français langue seconde-immersion 12	2.5%	3.2%	4.0%	1.5%	2.5%	3.0%	2.7%
10. French 12	4.0%	7.4%	25.7%	6.6%	10.9%	11.5%	10.8%
11. Geography 12	9.0%	14.0%	29.0%	17.3%	17.4%	14.8%	16.9%
12. Geology 12	2.5%	2.5%	6.9%	5.6%	3.0%	2.1%	3.7%
13. German 12	1.0%	1.6%	0.4%	2.0%	0.8%	0.3%	1.1%
14. History 12	24.0%	21.9%	33.7%	20.3%	23.2%	24.9%	24.1%
15. Japanese 12	0.0%	0.5%	1.1%	1.0%	0.5%	0.6%	0.6%
16. Mandarin Chinese 12	0.0%	0.0%	1.4%	1.0%	1.1%	0.0%	0.6%
17. Mathematics 12 - Applications	13.5%	12.2%	9.4%	6.1%	7.6%	11.5%	9.8%
18. Mathematics 12 - Principles	18.5%	33.4%	40.6%	26.9%	27.2%	27.2%	29.5%
19. Physics 12	6.0%	14.0%	15.9%	10.7%	11.2%	13.0%	12.1%
20. Punjabi 12	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%
21. Spanish 12	0.0%	1.6%	4.7%	4.8%	1.6%	3.8%	2.9%
Valid N	200	443	276	394	367	338	2018
Q40. Are you still living in the same community as when you were in high school?							
Yes	69.5%	75.4%	55.8%	87.8%	87.2%	78.4%	77.2%
Valid N	200	443	276	394	367	338	2018
Q41. If no, where are you living now?							
In a different community in BC	42.6%	39.4%	13.9%	47.9%	27.7%	49.3%	34.3%
In a different province in Canada	47.5%	56.9%	71.3%	47.9%	48.9%	46.6%	56.1%
In a different country	8.2%	3.7%	14.8%	4.2%	23.4%	4.1%	9.3%
Valid N	61	109	122	48	47	73	460

Q42. What are your current living arrangements?

At home with parents	47.5%	61.6%	52.2%	82.7%	82.8%	66.6%	67.7%
On my own	10.5%	8.8%	8.3%	5.1%	4.6%	7.4%	7.2%
With roommates or a partner	39.0%	27.3%	34.1%	10.2%	9.8%	21.3%	21.9%
Other	2.5%	2.0%	4.7%	2.0%	1.9%	4.7%	2.9%
Valid N	200	443	276	394	367	338	2018

Appendix D: Occupational Categories of Positions Held by Employed Respondents

- **Skilled trades** include occupations usually requiring trades certification.
- **Labourers** include labourers, helpers, operators and assemblers in trades-related fields. These occupations do not require trades certification.
- **Bar/restaurant** occupations exclude cooks and chefs, which are classified under skilled trades.
- **Retail** occupations include clerks, cashiers and managers and retail environments.
- **Technicians** also include technologists.

Occupational categories and positions	Number of Respondents
Trades	310
Carpenters	64
Cooks	39
Electricians (Except Industrial and Power System)	32
Plumbers	21
Plasterers, Drywall Installers and Finishers and Lathers	12
Hairstylists and Barbers	10
Sheet Metal Workers	10
Heavy Equipment Operators (Except Crane)	9
Electronic Service Technicians (Household and Business)	8
Chefs	8
Refrigeration and Air Conditioning Mechanics	7
Estheticians, Electrologists and Related Occupations	6
Bricklayers	6
Glaziers	6
Painters and Decorators	6
Steamfitters, Pipefitters and Sprinkler System Installers	5
Tilersetters	5
College and other vocational instructors	< 5
Bakers	< 5
Heavy-Duty Equipment Mechanics	< 5
Motor Vehicle Body Repairers	< 5
Contractors and Supervisors, Other Construction Trades, Installers	< 5
Gas Fitters	< 5
Welders and Related Machine Operators	< 5
Cabinetmakers	< 5
Truck Drivers	< 5
Other Repairers and Servicers	< 5
Ironworkers	< 5
Concrete Finishers	< 5
Roofers and Shinglers	< 5

Construction Millwrights and Industrial Mechanics (Except Textile)	< 5
Motorcycle and Other Related Mechanics	< 5
Construction Managers	< 5
Residential Home Builders and Renovators	< 5
Dietitians and Nutritionists	< 5
Machinists and Machining and Tooling Inspectors	< 5
Industrial Electricians	< 5
Power System Electricians	< 5
Electrical Power Line and Cable Workers	< 5
Telecommunications Line and Cable Workers	< 5
Insulators	< 5
Other Small Engine and Equipment Mechanics	< 5
Other Trades and Related Occupations	< 5
Camera, Platemaking and Other Pre-Press Occupations	< 5
Labourers	217
Construction Trades Helpers and Labourers	36
Material Handlers	27
Landscaping and Grounds Maintenance Labourers	20
Residential and Commercial Installers and Servicers	19
Automotive Mechanical Installers and Servicers	12
General Farm Workers	11
Other Trades Helpers and Labourers	9
Labourers in Wood, Pulp and Paper Processing	6
Other Wood Products Assemblers and Inspectors	5
Labourers in Food, Beverage and Tobacco Processing	5
Chainsaw and Skidder Operators	< 5
Oil and Gas Drilling, Servicing and Related Labourers	< 5
Lumber Graders and Other Wood Processing Inspectors and Graders	< 5
Process Control and Machine Operators, Food and Beverage Processing	< 5
Oil and Gas Well Drilling Workers and Services Operators	< 5
Silviculture and Forestry Workers	< 5
Concrete, Clay and Stone Forming Operators	< 5
Woodworking Machine Operators	< 5
Other Labourers in Processing, Manufacturing and Utilities	< 5
Railway Conductors and Brakemen/women	< 5
Waterworks and Gas Maintenance Workers	< 5
Logging Machinery Operators	< 5
Glass Forming and Finishing Machine Operators and Glass Cutters	< 5
Rubber Processing Machine Operators and Related Workers	< 5
Industrial Butchers and Meat Cutters, Poultry Preparers and	< 5
Machine Operators and Inspectors, Electrical Apparatus Manufacturing	< 5
Other Assemblers and Inspectors	< 5
Film and Video Camera Operators	< 5
Air Transport Ramp Attendants	< 5
Longshore Workers	< 5
Public Works and Maintenance Labourers	< 5

Railway and Motor Transport Labourers	< 5
Oil and Gas Well Drillers, Servicers, Testers and Related Workers	< 5
Aquaculture and Marine Harvest Labourers	< 5
Plastics Processing Machine Operators	< 5
Water and Waste Plant Operators	< 5
Sawmill Machine Operators	< 5
Other Wood Processing Machine Operators	< 5
Printing Machine Operators	< 5
Motor Vehicle Assemblers, Inspectors and Testers	< 5
Mechanical Assemblers and Inspectors	< 5
Furniture and Fixture Assemblers and Inspectors	< 5
Painters and Coaters - Industrial	< 5
Metalworking Machine Operators	< 5
Other Metal Products Machine Operators	< 5
Other Products Machine Operators	< 5
Labourers in Fish Processing	< 5
Bar/restaurant	201
Food Counter Attendants, Kitchen Helpers and Related	87
Food and Beverage Servers	65
Food Service Supervisors	17
Restaurant and Food Service Managers	16
Maitres d'hôtel and Hosts/Hostesses	8
Bartenders	8
Retail	270
Retail Salespersons and Sales Clerks	132
Cashiers	54
Grocery Clerks and Store Shelf Stockers	40
Retail Trade Managers	30
Retail Trade Supervisors	14
Technician	51
User Support Technicians	10
Medical Laboratory Technicians	5
Geological and Mineral Technologists and Technicians	< 5
Forestry Technologists and Technicians	< 5
Automotive Service Technicians, Truck Mechanics and Mechanic	< 5
Drafting Technologists and Technicians	< 5
Library and Archive Technicians and Assistants	< 5
Audio and Video Recording Technicians	< 5
Industrial Engineering and Manufacturing Technologists and T	< 5
Systems Testing Technicians	< 5
Land Surveyors	< 5
Chemical Technologists and Technicians	< 5
Biological Technologists and Technicians	< 5
Landscape and Horticultural Technicians and Specialists	< 5
Mechanical Engineering Technologists and Technicians	< 5
Electrical and Electronics Engineering Technologists and Tec	< 5

Industrial Instrument Technicians and Mechanics	< 5
Aircraft Instrument, Electrical and Avionics Mechanics, Tech	< 5
Land Survey Technologists and Technicians	< 5
Medical Sonographers	< 5
Dental Technologists, Technicians and Laboratory	< 5
Other	520
Other	73
Delivery and Courier Service Drivers	29
Shippers and Receivers	27
Receptionists and Switchboard Operators	24
General Office Clerks	22
Customer Service Representatives - Financial Services	17
Program Leaders and Instructors in Recreation and Sport	17
Customer Service, Information and Related Clerks	15
Babysitters, Nannies and Parents' Helpers	15
Light Duty Cleaners	14
Operators and Attendants in Amusement, Recreation and Sport	14
Janitors, Caretakers and Building Superintendents	13
Early Childhood Educators and Assistants	10
Pet Groomers and Animal Care Workers	8
Musicians and Singers	7
Specialized Cleaners	7
Accounting and Related Clerks	6
Other Assisting Occupations in Support of Health Services	6
Elementary and Secondary School Teacher Assistants	6
Service Station Attendants	6
Other Elemental Sales Occupations	6
Other Elemental Service Occupations	6
Community and Social Service Workers	5
Actors and Comedians	5
Graphic Designers and Illustrators	5
Tour and Travel Guides	5
Photographic and Film Processors	5
Other Services Managers	< 5
Supervisors, Recording, Distributing and Scheduling Occupations	< 5
Couriers, Messengers and Door-to-Door Distributors	< 5
Nurse Aides, Orderlies and Patient Service Associates	< 5
Paralegal and Related Occupations	< 5
Photographers	< 5
Travel Counsellors	< 5
Airline Sales and Service Agents	< 5
Hotel Front Desk Clerks	< 5
Casino Occupations	< 5
Visiting Homemakers, Housekeepers and Related Occupations	< 5
Security Guards and Related Occupations	< 5
Nursery and Greenhouse Workers	< 5

Library Clerks	< 5
Correspondence, Publication and Related Clerks	< 5
Professional Occupations in Public Relations and Communications	< 5
Dancers	< 5
Coaches	< 5
Pursers and Flight Attendants	< 5
Banking, Credit and Other Investment Managers	< 5
Records Management and Filing Clerks	< 5
Data Entry Clerks	< 5
Banking, Insurance and Other Financial Clerks	< 5
Storekeepers and Parts Clerks	< 5
Purchasing and Inventory Clerks	< 5
Dispatchers and Radio Operators	< 5
Database Analysts and Data Administrators	< 5
Licensed Practical Nurses	< 5
Education Policy Researchers, Consultants and Program Office	< 5
Producers, Directors, Choreographers and Related Occupations	< 5
Other Performers	< 5
Other Service Supervisors	< 5
Insurance Agents and Brokers	< 5
Butchers and Meat Cutters - Retail and Wholesale	< 5
Sales Representatives - Wholesale Trade (Non-Technical)	< 5
Farm Supervisors and Specialized Livestock Workers	< 5
Supervisors, Forest Products Processing	< 5
Senior Managers - Financial, Communications and Other Business	< 5
Accommodation Service Managers	< 5
Commissioned Officers, Armed Forces	< 5
Other Financial Officers	< 5
Bookkeepers	< 5
Loan Officers	< 5
Insurance Adjusters and Claims Examiners	< 5
Assessors, Valuers and Appraisers	< 5
Legal Secretaries	< 5
Court Recorders and Medical Transcriptionists	< 5
Telephone Operators	< 5
Payroll Clerks	< 5
Administrative Clerks	< 5
Personnel Clerks	< 5
Survey Interviewers and Statistical Clerks	< 5
Mail, Postal and Related Clerks	< 5
Transportation Route and Crew Schedulers	< 5
Computer Programmers and Interactive Media Developers	< 5
Air Pilots, Flight Engineers and Flying Instructors	< 5
Dental Assistants	< 5
Probation and Parole Officers and Related Occupations	< 5
Business Development Officers and Marketing Researchers	< 5

Other Instructors	< 5
Editors	< 5
Other Technical and Co-ordinating Occupations in Motion Pictures	< 5
Interior Designers	< 5
Artisans and Craftpersons	< 5
Sports Officials and Referees	< 5
Cleaning Supervisors	< 5
Real Estate Agents and Salespersons	< 5
Retail and Wholesale Buyers	< 5
Outdoor Sport and Recreational Guides	< 5
Occupations Unique to the Armed Forces	< 5
Other Protective Service Occupations	< 5
Image, Social and Other Personal Consultants	< 5
Other Attendants in Accommodation and Travel	< 5
Dry Cleaning and Laundry Occupations	< 5
Tailors, Dressmakers, Furriers and Milliners	< 5
Commercial Divers	< 5
Farmers and Farm Managers	< 5
Supervisors, Landscape and Horticulture	< 5

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Appendix F:
METHODOLOGY REPORT

***SURVEY OF BC HIGH SCHOOL STUDENTS
WHO DID NOT TRANSITION INTO
BC PUBLIC POST-SECONDARY EDUCATION***

Prepared for the
BC Ministry of Education
and the
BC Council on Admissions and Transfer

Prepared by:
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April 2008

PROJECT METHODOLOGY

1.1 Review of the Survey Instrument

Staff at Malatest & Associates Ltd. reviewed the survey instrument designed by the BCCAT Committee and made suggestions with respect to question wording and with respect to the addition of built-in programming checks to catch inconsistencies in survey responses.

1.2 Survey Programming

Once the survey instrument had been finalized, it was programmed into Callweb, the CATI program used by Malatest & Associates Ltd. Programming was completed in February 2008. The survey instrument was repeatedly tested in house during February. This testing occurred in order to ensure that all skip patterns were working and that respondents were being correctly streamed through the survey instrument.

The quota requirements, developed in consultation with the BCCAT Committee and programmed into the CATI instrument, are given in Table 1 below. With the exception of the North, where 200 completions was set as the target, the number of completions for each region is a reflection of its share of the BC non-transitioning student population.

Table 1 Quota Fields for the <i>Survey of BC High School Students who did not Transition into</i> <i>BC Public Post-Secondary Education</i>	
Region 1 – North	200 completions
Region 2 – South East	436 completions
Region 3 – Vancouver (including Langara)	276 completions
Region 4 – Fraser Valley	393 completions
Region 5 – Kwantlen	363 completions
Region 6 – Vancouver Island	332 completions
TOTAL	2,000 completions

1.3 Sample of High School Graduates

In February 2008, the Ministry of Education provided a file containing the names and last known addresses for all youth graduating during the 2005/2006 school year who had not transitioned to a BC public post-secondary institution by September 2007. The sample did *not* include individuals who had completed an Adult Dogwood.

The Ministry of Education is unable to provide phone numbers for graduates; hence the file was forwarded to ASDE Survey Sampler for phone number look-up. Look-ups were done first on the basis of family name and last known address. If that method yielded no match, then a phone number corresponding only to the last known address was provided. The success rate of matching for each college region is given in Table 2 below. As expected, given that the contact information was almost two years old, the matching rate was lower than is usual for these kinds of samples (~49% vs. ~60%).

Table 2 Success Rates for Phone Number Matching			
	Original Sample	Successfully matched with phone numbers	Proportion successfully matched
Region 1 – North	1,229	542	44.1%
Northern Lights	258	93	36.0%
Northwest	355	146	41.1%
New Caledonia	616	303	49.2%
Region 2 – South East	3,990	2,112	52.0%
East Kootenay	340	156	45.9%
Selkirk	149	64	43.0%
Okanagan College	2,113	1,144	54.1%
Cariboo	1,388	748	53.9%
Region 3 – Vancouver (inc. Langara)	2,523	1,009	40.0%
Vancouver	1,442	613	42.5%
Capilano	1,081	396	36.6%
Region 4 – Fraser Valley	3,589	1,797	50.1%
Fraser Valley	1,519	782	51.5%
Douglas	2,070	1,015	49.0%
Region 5 – Kwantlen	3,318	1,782	53.7%
Region 6 – Vancouver Island	3,036	1,436	47.3%
North Island	660	334	50.6%
Malaspina	1,036	456	44.0%
Camosun	1,340	646	48.2%
TOTAL	17,685	8,678	49.1%

1.4 Field-Testing and Survey Modifications

The survey was field-tested February 19, 2008. Field-testing was carried out by the project manager, Sharon Krebs and Michael King, a senior surveyor of Malatest & Associates Ltd. Some minor changes were found to be necessary as a result of the field test. There had been concerns on the part of the BC Council on Admissions and Transfer and on the part of Malatest & Associates Ltd. about the length of the survey. Survey length did not, however, reveal itself as a problem and no questions were deleted from the field test survey instrument. Readers are directed to Appendix A of this document for the final survey instrument.

1.5 Survey Administration

Survey administration began on February 22, 2008 and continued until March 31, 2008. As a result of other project commitments in the survey house, only a small number of surveyors could be assigned to this project for the first two weeks of survey administration. After March 10, more staff was available and the number of survey completions per day increased substantially. Surveyors were monitored by survey house supervisor throughout the survey administration period.

As well, the project manager reviewed the completed surveys periodically to ensure that no problems were occurring. An in-depth review of this nature occurred when approximately 25% of the target completions had been achieved (on March 10, 2008). The project manager noticed that a number of respondents indicated that they had transitioned to a BC public post-secondary institution during the period from 2006 to September 2007. Among these 56 respondents, a disproportionately large number (40) stated that they had attended Thompson Rivers University. The project manager contacted Julie Labelle of the Ministry of Education, who undertook a review of the sample data and confirmed an error in the Thompson Rivers University data.

A new sample file was provided to Malatest & Associates Ltd. on March 11, 2008; it contained 923 fewer names than the original. The contents of this new file were matched with the original sample file as well as the original sample upload file (i.e., those names for which phone-number matching was successful). The results of this matching revealed that there were 528 cases in the calling queue that should not have been there. As shown in Table 3 below, the majority of these were in Region 2 (South East), although a smaller number were scattered across the province.

Table 3
Incorrect Cases by Region

	Incorrect cases	Number already surveyed
Region 1 – North	34	1
Region 2 – South East	417	47
Region 3 – Vancouver (including Langara)	7	0
Region 4 – Fraser Valley	36	3
Region 5 – Kwantlen	24	2
Region 6 – Vancouver Island	10	1
TOTAL	528	54

All of the incorrect cases were removed from the active calling queue on March 12, 2008, however, owing to incoming calls in response to messages left before the error was discovered, four more surveys were completed with individuals who should not have been in the sample. The data contained in these incorrect cases was *not* downloaded and is not included in the final data file. The cost of administering the survey to individuals who should not have been in the sample was absorbed by Malatest & Associates Ltd.

1.7 Survey Response

The final distribution of responses is presented in Table 4 below. It should be noted that as calling in a particular region ceased once a quota cell had been filled, it is not feasible to calculate a response rate for this survey. As stated in the previous section, the 2,018 survey completions represent *only* those individuals who, according the BC Ministry of Education, did not transition to a BC public post-secondary institution by September 2007. The 58 incorrectly surveyed respondents are not included in the table below.

Table 4 Completions by Region for the <i>Survey of BC High School Students who did not Transition into</i> <i>BC Public Post-Secondary Education</i>	
Region 1 – North	200 completions
Region 2 – South East	443 completions (7 over target)
Region 3 – Vancouver (including Langara)	276 completions
Region 4 – Fraser Valley	394 completions (1 over target)
Region 5 – Kwantlen	367 completions (4 over target)
Region 6 – Vancouver Island	338 completions (7 over target)
TOTAL	2,018 completions

1.8 Data Cleaning and Preparation of the Data File

After survey administration was complete, the data were reviewed to ensure:

- that all respondents indicating “other” had actually provided an open-ended response;
- that all “other” responses were truly different from the hard codes (any that corresponded to closed-ended responses were recoded);
- that all skip patterns had functioned,
- that all of the open-ended responses were sufficiently detailed to allow accurate coding,
- that all of the open-ended responses were correct in terms of spelling and grammar.

The following open-ended survey questions were coded:

- Q11/Q12 together were used to generate a National Occupation Classification code
- Q21, Q29 and Q30, were coded using categories developed for the *Non-Transition Survey* conducted for the Fraser Valley Consortium in 2005.
- the institution open-ended questions (Q17, Q26, and Q32) were coded twice: once to match the institution codes used for the comparable questions on the *Non-Transition Survey* and once in a more detailed manner, reflecting the fact that this was a BC-wide, rather than a regional survey.

1.9 Deliverables

The Consultant provided the following files to the Ministry of Education (for deletion of confidential information and for forwarding to BCCAT):

- an SPSS file (with the open-ended fields truncated to 256 characters);
- an Access file containing the full-length open-ended fields;
- this Methodology Report as a pdf file.



APPENDIX A:
SURVEY INSTRUMENT and SURVEY MAP

**Survey of BC High School Students who
Did Not
Transition into BC Public Post-secondary Education**

Purpose:

To survey, examine, and assess why some high school students are not continuing on to post-secondary education after graduation from high school.

Methodology:

The structured interview will be administered by telephone, by Malatest & Associates, to a sample of 2005-06 Grade 12 graduates, identified in the administrative data extracts, who did not enter public post-secondary institutions in BC by September 2007.

Participation in this survey is voluntary, and respondents will be assured that individual responses will remain confidential.

Telephone Interview Introduction

Respondent # _____

Hello. May I speak to _____?

(MAKE USUAL NOTE FOR RETURN CALL, ETC.)

(IF WRONG NUMBER, SAY:) SORRY TO HAVE BOTHERED YOU.

Hi, my name is _____ and I'm calling on behalf of the BC Ministry of Education, and the BC Council on Admissions and Transfer. We are doing a survey with people who graduated from a BC high school at some point during the 2005-2006 school year. Do you have a few minutes to give us some feedback about what you've done since leaving high school and about your future plans?

INFORMATION FOR SURVEYORS TO USE AS NECESSARY:

The BC Ministry of Education and the BC Council on Admissions and Transfer want a better understanding of the changing demand for post-secondary access.

They've asked the survey firm that I work for, Malatest & Associates, to be a neutral third party who can protect the confidentiality of data from individual survey respondents.

Interview Questions:

Views and Experiences in High School

- Q1. The first questions involve your views and experiences while you were in high school. I'm going to read you some statements, and I'd like you to tell me if they were true for you "all of the time," "most of the time," "some of the time," "rarely," or "never" while you were in high school. *(Please program to randomize choices.)*

	Never	Rarely	Some of the time	Most of the time	All of the time	Don't know	No response
a) I got on well with my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I was interested in what I was learning in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I completed my homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I enjoyed my friendships in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) My classes were academically challenging/ rigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Rarely	Some of the time	Most of the time	All of the time	Don't know	No response
f) My classes were boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I was satisfied with my grades or marks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I had a difficult time learning course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) I had a clear academic direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) I felt my school work was graded fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) I had some failing grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) I was a motivated student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) I was employed during Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Which of the following statements best describes your attitude toward further education WHILE YOU WERE IN HIGH SCHOOL?

1. [While in high school] I expected to continue with further education immediately after graduation.
2. [While in high school] I expected to take a break from school before continuing with further education.
3. [While in high school] I did not expect to take any further education after high school graduation.
8. Don't know
9. No response

Q3. I am going to read you a list of sources of information about further education options that you may have referred to when deciding what to do after high school. For each of the following sources, please indicate how useful it was to you (and if you did not use that source or do not know what it is, then please say so).

Interviewer: Read each option. Please note that further education is defined as a public or private institution offering programs, courses, and training, including apprenticeship.

	Very useful	Somewhat useful	Not useful	Did not use	Not familiar with resource	Don't know whether I used the resource	No response
a) The website of a post-secondary institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Printed materials such as institution calendars or advising sheets, printed brochures, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) PROBE IF FAMILIAR The Education Planner website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very useful	Somewhat useful	Not useful	Did not use	Not familiar with resource	Don't know whether I used the resource	No response
d) PROBE IF FAMILIAR The BC Transfer Guide website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) High school counselor(s)/ advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) High school teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Family member(s), such as parent, sibling, spouse, other relative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Friend(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Mentor(s)/tutor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Athletic coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Media (radio, television, newspapers, magazines, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Other sources: (please specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Activities Since High School

Q6. During the past six months, what was your main activity? I will read some categories and please stop me when I get to the category that best reflects your main activity.

Interviewer: "Main activity" is what the respondent spent the majority of their time doing over the past six months. (Select only ONE main activity).

1. Going to school full-time (3 or more courses per semester)
2. Going to school part-time (Less than 3 courses per semester)
3. Both working, including self-employed, and going to school (roughly equal time at each)
4. Working full-time, including self-employed (30 or more hours/week)
5. Working part-time (less than 30 hours per week)
6. Unemployed and looking for work **SKIP to Q9**
7. Unemployed and not looking for work
8. Traveling
9. Volunteering
10. Taking care of family/household/homemaker
11. Playing sports
12. Long-term illness/sick/disability **SKIP to Q9**
13. Other _____ (please specify)
88. Don't know **SKIP to Q9**
99. Refused/no response **SKIP to Q9**

Q7. How satisfied are you with (being) [CATEGORY FROM Q6]?

(Program this question to automatically input respondents response from Q6 and the word "being" as appropriate)

- | | |
|---------------------------------------|------------------------|
| 1. Very dissatisfied | 5. Very satisfied |
| 2. Somewhat dissatisfied | |
| 3. Neither dissatisfied nor satisfied | 8. Don't know |
| 4. Somewhat satisfied | 9. Refused/no response |

Q8. For how many more years do you see yourself doing this main activity (CATEGORY FROM Q6)?

- | | |
|------------------------------|------------------------|
| 1. One year or less | 5. More than 10 years |
| 2. Between one and two years | 6. No longer |
| 3. Three to five years | 8. Don't know |
| 4. Six to ten years | 9. Refused/no response |

Q9. Are you currently either self-employed or working for an employer?

Interviewer: Please note that this does not necessarily have to be the respondent's main activity.

- | | |
|----------------------------------|-------------------------------|
| 1. Yes | 2. No SKIP to Q14 |
| 8. Don't know SKIP to Q14 | 9. Refused SKIP to Q14 |

If YES:

Q10. Excluding overtime, on average, how many paid hours do you usually work per week? _____ hours

Thinking only of your main job:

Q11. What is your job title? _____ ☐ No response

Q12. What are the main duties of this job?

☐ No response

Q13. What is the wage rate per hour?

Interviewer: DO NOT READ CATEGORIES – To record response; please round up the response to the nearest \$ category.

- | | |
|-----------------|-----------------|
| 1. \$8 or less | 5. \$21 or more |
| 2. \$9 to \$12 | |
| 3. \$13 to \$16 | 8. Don't know |
| 4. \$17 to \$20 | 9. Refused |

Q14. Where do you see yourself in five years?

Interviewer: DO NOT READ CATEGORIES – Choose ONE category or choose “Other” and write in response).

- | | |
|-------------------------------------------------------------------|------------------------------------|
| 1. Attending school SKIP to Q15a | 6. Traveling |
| 2. Working in same job | 7. Caring for own children |
| 3. Promoted within current job | 8. Other: _____ |
| 4. Working in another job (including a job not yet qualified for) | 88. Don't know SKIP to Q15a |
| 5. Unemployed | 99. Refused SKIP to Q15a |

Q15. How important is further education/training to you over the next 5 years?

Interviewer: Please note that further education is defined as a public or private institution offering programs, courses, training, including apprenticeship.

- | | |
|--------------------------------------|---------------|
| 1. Unimportant | 8. Don't know |
| 2. Neither important nor unimportant | 9. Refused |
| 3. Important | |

Q15a. What is the highest level of education you plan to achieve?

1. Grade 12 (no plans for further education)
2. Some university or college
3. Trades certificate or diploma
4. College certificate or diploma
5. Undergraduate degree
6. Professional degree (e.g., law, medicine, dentistry)
7. Masters degree
8. Doctoral degree
9. Other (Specify): _____
88. Don't know
99. Refused

Q16. Since leaving high school, have you taken any further education?

Interviewer: Please note that further education is defined as a public or private institution offering programs, courses, and training, including apprenticeship.

Interviewer: This means education from high school graduation to TODAY. This does not include future plans!

(Program a check to ensure that if Q6=1,2,3 (any of the “school” options) and this question = 1 (“yes”))

- | | | |
|--------|--------------------------|-----------------------------------|
| 1. Yes | 2. No SKIP to Q24 | 9. No response SKIP to Q24 |
|--------|--------------------------|-----------------------------------|

If YES in Q16:

Q17. Please indicate the name of the institution:

Interviewer: Please note that for apprenticeship this can include employer.

Interviewer: If respondent has attended MORE THAN ONE post-secondary institution, then ask them to comment only on the FIRST ONE ATTENDED AFTER HIGH SCHOOL GRADUATION even if they did not complete any courses or programs at that institution.

_____ ☐ No response

Q18. Please indicate the location of the institution (town, province, country):

Interviewer: If you know the location of this institution, confirm with the interviewee; otherwise, ask this question.

_____ ☐ No response

Q19. Please indicate the program/course you enrolled in:

_____ ☐ No response

Interviewer: Please obtain detailed information here.

Q19a. What is the normal length of the program in years _____ and/or months _____?

88. Don't know

99. No response

Q20. Please indicate when you began taking this program or these courses:

(Program so that if they choose "before 2006" they do not have to give a month. Also program some checks so that they cannot choose a month in 2008 that is AFTER the date of survey administration.)

YEAR

- ☐ before 2006
- ☐ 2006
- ☐ 2007
- ☐ 2008

88. Don't know

MONTH

- ☐ January ☐ July
- ☐ February ☐ August
- ☐ March ☐ September
- ☐ April ☐ October
- ☐ May ☐ November
- ☐ June ☐ December

99. No response

Q21. Why did you choose this institution?

☐ No response

To be coded using the following codes.

1. Proximity
2. Reputation/recommended by others
3. Availability of program
4. Financial considerations (inexpensive, received scholarship)
5. Timing considerations (accelerated/flexible program)
6. Size considerations (school size, class size)
7. Family influences (parents are alumni, family influence)
8. Employment prospects (grads get jobs)
9. Religious reasons
10. Application accepted (lower grade requirements)
11. Friends attending
12. Employer initiated/motivated/funded
13. To get out of Lower Mainland/away from home community
14. Appealing campus or program
15. Recruitment, effective information
16. Sports reasons
17. Type of training provided (hands-on, co-op)
77. Other

Q22. Are you still attending this institution?

- | | |
|---------------------------|-----------------|
| 1. Yes SKIP to Q38 | 2. No |
| 88. Don't know | 99. No response |

Q23. What is the main reason you are no longer attending this institution?

Interviewer: Please choose only one response, and DO NOT READ list.

1. Completed the course or program **SKIP to Q34**
2. Dropped out, academic difficulty, etc.
3. Financial issues
4. Changed institution or program
5. Health issues, family emergency, etc.
6. Travelling
7. Taking a year off (e.g., wanted to take time off school with no specific plans)
8. Moved
9. Doing work experience/work component/co-op, etc.
10. Other (please specify): _____
88. Don't know
99. Refused

Q23a. What percentage of the program had you completed at the time you left? _____ %

Q23b. Do you intend to return in future?

1. Yes
2. No
3. Undecided

9. Refused

N.B. There is no "don't know" option for this question.

IF Q6=1,2,3 (any of the "school" options) SKIP to Q38. Otherwise SKIP to Q34.

If NO in Q16:

Q24. Earlier in the survey we asked you about your attitude toward further education while you were still in high school. Now we would like to know if you have ever seriously considered enrolling in further education **SINCE GRADUATING** from high school?

Interviewer: Please note that further education is defined as a public or private institution offering programs, courses, training, including apprenticeship.

1. Yes
2. No, but I might at some point in the future **SKIP to Q34**
3. No, and I don't think I ever will **SKIP to Q34**
8. Don't know **SKIP to Q34**
9. Refused **SKIP to Q34**

Q25. Have you applied anywhere?

1. Yes
2. No **SKIP to Q30**
9. No response **SKIP to Q31**

Q26. At which institution? _____ ☐ No response

Interviewer: Please obtain institution name AND location.

Q27. In what field of study? _____ ☐ No response

Interviewer: Please obtain DETAILED information.

Q28. Were you accepted?

1. Yes
2. Haven't heard yet **SKIP to Q34**
3. No **SKIP to Q34**
9. No response **SKIP to Q34**

Q29. Why didn't you attend? **SKIP to Q34**

_____ ☐ No response

Q30. Why didn't you apply?

_____ ☐ No response

Q31. Do you intend to apply **within the next**: (Choose one response)

- | | |
|------------------------------|-----------------------------------|
| 1. One year or less | 5. More than ten years |
| 2. Between one and two years | 8. Don't know SKIP to Q34 |
| 3. Three to five years | 9. No response SKIP to Q34 |
| 4. Six to ten years | |

Q32. At which institution? _____ ☐ Unsure/don't know yet

Interviewer: Please obtain institution name AND location.

Q33. In what field of study? _____ ☐ Unsure/don't know yet

Interviewer: Please obtain DETAILED information.

Perceptions of Postsecondary Education

Q34. When thinking about **delaying** or opting out of your further education, to what extent do you agree with the following statements?

(Please program to randomize choices.)

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Don't know	No response
a) I want to earn money right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I am concerned about paying for my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I want a break from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I would prefer to do other things right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I do not enjoy school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Attending school is inconvenient at this time (relocating, commuting, family obligations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I don't know what and/or where to study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I was discouraged from studying by family and friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) I am not certain I would succeed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) I seem to be doing well without further education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree | Strongly Disagree | Don't know | No response |
|-------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| k) I am concerned about finding a job when I finish school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m) I will lose touch with my friends. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q34a. What factors would make a difference in your decision to pursue post-secondary education in the future?

Interviewer: Check all that apply. DO NOT READ LIST

1. Financial resources
2. Upgrading my qualifications
3. If my preferred program was available closer to home
4. If my preferred program was available part-time
5. If my preferred program was available online
6. Easy access to the program
7. Affordable, high quality daycare
8. If it was worth my while
9. Other (please specify): _____
88. Don't know
99. Refused

Demographics

Q38. Now I want to ask you about the highest level of education that each of your parents has achieved.

Interviewer: Please DO NOT READ CATEGORIES.

What is the highest level of education that your [INSERT FAMILY MEMBER] has achieved?	Father (or male guardian)	Mother (or female guardian)
Does not apply	<input type="radio"/>	<input type="radio"/>
Without high school graduation	<input type="radio"/>	<input type="radio"/>
High school graduation (Includes persons who have attended courses at postsecondary institutions and who may or may not have a high school graduation certificate. Excludes persons with a postsecondary certificate, diploma or degree. Since 1981, 'postsecondary' refers to years of schooling completed at university or at institutions other than a university, a secondary (high) school or an elementary school. Examples of postsecondary institutions include community colleges, institutes of technology, CEGEPs, private trade schools, private business colleges and schools of nursing.)	<input type="radio"/>	<input type="radio"/>
Trades Certificate or Diploma	<input type="radio"/>	<input type="radio"/>
College Certificate or Diploma (includes non-degree-granting institutions such as community colleges, CEGEPs, private business colleges and technical institutes)	<input type="radio"/>	<input type="radio"/>
University Degree	<input type="radio"/>	<input type="radio"/>
Some University or College	<input type="radio"/>	<input type="radio"/>
Other (e.g., C.G.A.)	<input type="radio"/>	<input type="radio"/>

Q39. Which Provincial grade 12 exams did you write?

Interviewer: Please **DO NOT READ CATEGORIES**, but clarify if the respondent's answer is ambiguous (e.g., Eng12 or Eng Lit 12, and for Math 12 make sure you find out if it's Math 12 Principles or Math 12 Applications).

1. BC First Nations Studies 12
2. Biology 12
3. Chemistry 12
4. Communications 12
5. Communications 12 – Technical & Professional
6. English 12
7. English Literature 12
8. Français langue première 12
9. Français langue seconde-immersion 12
10. French 12
11. Geography 12
12. Geology 12
13. German 12
14. History 12
15. Japanese 12
16. Mandarin Chinese 12
17. Mathematics 12 - Applications
18. Mathematics 12 - Principles
19. Physics 12
20. Punjabi 12
21. Spanish 12
88. Don't know
99. Refused

Q40. Are you still living in the same community as when you were in high school?

1. Yes **SKIP to Q42** 2. No 99. No response

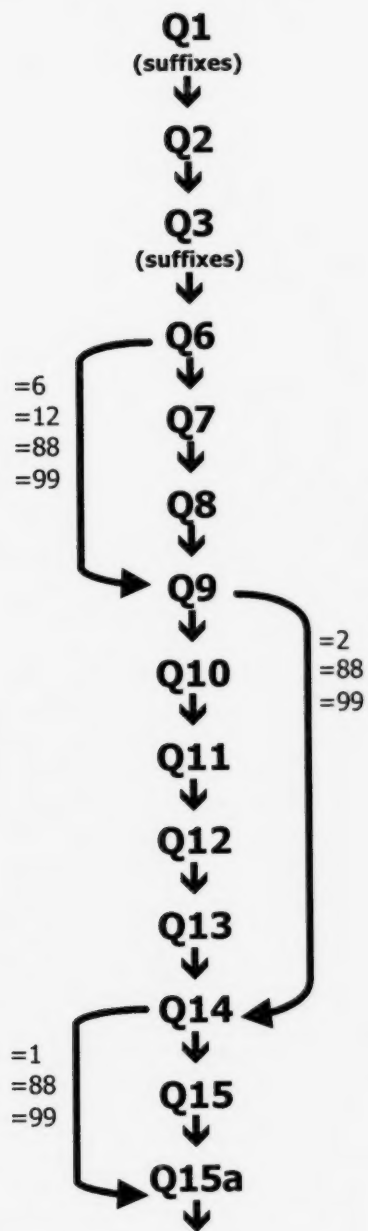
Q41. If no, where are you living now?

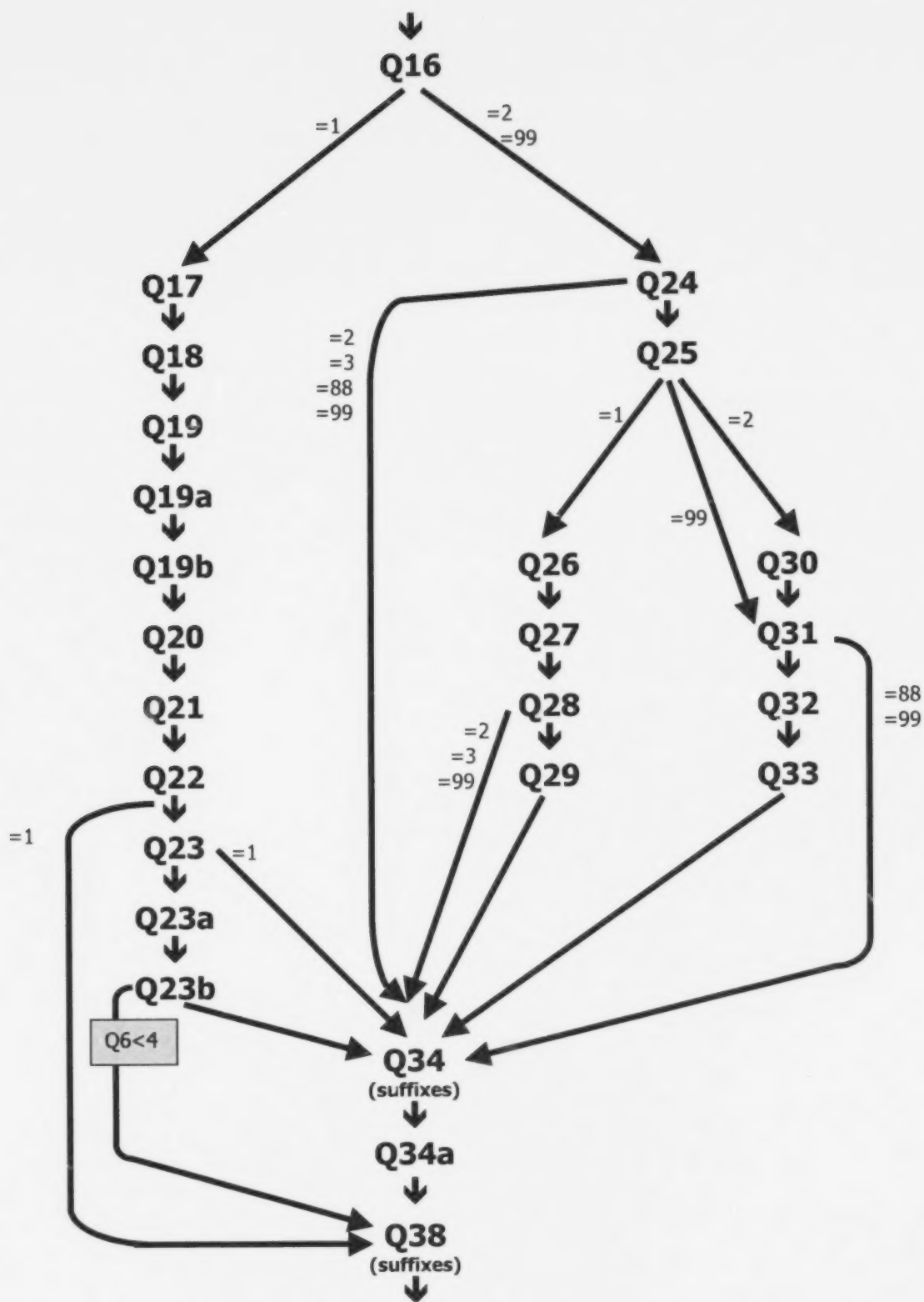
1. In a different community in BC
2. In a different province in Canada
3. In a different country
99. No response

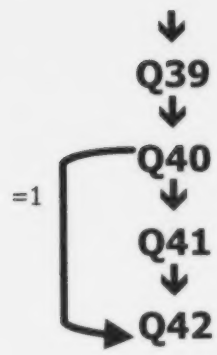
Q42. What are your current living arrangements? I have three options . . .

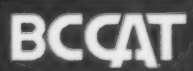
1. At home with parents
2. On my own
3. With roommates or a partner
4. Other (please specify): _____
99. No response

Thank you for your time and for participating in our survey!









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